



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** OSMOND A. CHURCH P.S. /M.S. 124

**DBN :** 27Q124

**PRINCIPAL:** VALARIE LEWIS    **EMAIL:**    **VLEWIS2@SCHOOLS.NYC.GOV**

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Valarie Lewis	*Principal or Designee	
Elizabeth Smith	*UFT Chapter Leader or Designee	
Debbie Capuano Ilene Lamana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Edward Bratten	Member/Parent	
Judy Lefante	Member/Teacher	
Sheva Harris	Member/ English/MS	
Gloria Farley	Member/Reading Teacher	
Claudia Patronoui	Member/Teacher/ G&T	
Fran Sarno	Member/Parent	
Assunta Soldano	Member/Parent	
Abigail Hooper	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, progress in literacy for all students inclusive of accelerated students, ESL and Special Education as indicated by the NYS ELA exam where an increase of one year's proficiency is demonstrated through the growth model in grades 4-8 by 2%**

### **Comprehensive Needs Assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Progress Report Analysis 2010/2011**

Analysis of the Progress Report components indicated the following key areas to target:

#### **Learning Environment Survey**

- Information culled from the parent/guardian responses indicated while they were satisfied with the academic expectations (8.3 out of 10); communication (8.0 out of 10); safety/respect (8.5 out of 10); and engagement (7.9 out of 10). Analysis of the collective data indicates there is a need for continued improvement. The key parent involvement area identified through further evaluation and school parent surveys indicated there is a need for more parent workshops in Core Knowledge that are differentiated and aligned to the students' learning path, identified goals and multiple intelligence learning styles. Additional communication through school newsletters targeting instructional support strategies are an essential component.
- In the area of safety and respect based on parental/guardian and students responses there is a need to increase the strategies for students to work through their problems. There is a need for improved social skills and problem-solving strategies which will impact on solving issues peacefully. Cultural diversity studies need to be expanded with the parent body, staff and students.

#### **Student Performance and Progress in ELA & Math**

- Information culled noted that the student's overall progress in ELA are noted as ahead of the City-wide curve in ELA and math
- The school has attained all the New York State Annual Yearly Targets for all sub-group populations in ELA, Math and Science. This outcome puts the school in "Good Standing" with New York State.

Comparison of NYS ELA Test Data citywide results vs. school results indicates the following:

- The Citywide ELA average for levels 3 and 4 was 44% for 2011-The schools ELA average for levels 3 and 4 was 59%
- The Citywide Math average for levels 3 and 4 was 58% for 2011-The schools math average for levels 3 and 4 was 70.1%
- Concern that student performance has leveled off.

**Analysis of the Quality Review Self-Evaluation and Formal Quality Review indicated:**

- The school was designated as “Well-developed”, yet the school community sees itself as a continuous work in progress. The new focus for this 2011/2012 is expansion of the Instructional Rounds aligned to looking at student work through the writing model. Each grade works on an identified problem of practice through analysis of student writing to impact on enhanced pedagogy and improved student achievement. The middle school teams are paired as 7/8 grade teams targeting ELA/Social Studies and Math/Science.
- Extension of students’ awareness of their instructional strengths and weaknesses in reading, math, writing, social studies and science setting eight week goals in each area.
- Expansion of the use of a self evaluative rubric in all curriculum areas were generated to provide students with a framework of academic standards based work to achieve.
- Topic specific rubrics to be differentiated enabling students to achieve within their academic growth range which is sustainable and spirals to attain the grade specific standards.

**Quality Review Target Recommendations**

- “Extension of feedback to parents about student goals and assessment information in order to monitor academic progress and make continuous progress.”
- “Broaden the range of external partnerships in order to successfully promote the students’ personal development and academic growth.”
- “Develop stronger systems to evaluate the effectiveness of teacher teams based on the analysis of data so that adjustments improve student outcomes.”

**Inquiry Team Focus and Analysis 2011/2012**

Analysis of reading and writing data from the 2010/2011 school year identified a need to focus the inquiry work on writing school wide. Specifically, the focus targets a three tiered level writing process supporting all students. The writing instruction will focus on non-fiction writing in science and social studies supported by individual student and peer analysis.

**ELA/Literacy Needs Assessment data analysis included the following:**

**Grade K:**

The data analyzed to determine the 128 students identified needs included analysis of *ECLAS 2* and *Open Court* assessments. The instructional focus analyzed phonemic awareness and sight vocabulary related to reading readiness. The analysis indicated the following needs to improve student achievement:

**Kindergarten**

- Phonemic Awareness, listening comprehension, and reading comprehension utilizing *Open Court*.
- Alphabet Sight-Word Strands-Vocabulary development
- Inventive Writing
- Reading Strand to include extensive use of read-alouds in the development of a comprehensive literacy Program.
- Enrolling identified students in tier 2 & 3 in the Saturday Extended Day Program
- *Open Court Intervention Phonics & Vocabulary Program*
- Reading specialist to work with the identified students using the *Wilson Program*.
- Supplemental support through *Words Their Way Program*
- Teacher created Tier 1,2,3 materials to teach phonics and vocabulary development

The data analyzed to determine the 110 students in the target population was the fall *ECLAS 2* and *Open Court* assessments. The instructional focus targeted improved mastery of phonics, sight and content vocabulary linked to reading fluency to strengthen reading readiness. And support emergent readers.

#### Grade 1

For the 2 accelerated classes the findings indicate the need for:

- Phonemic awareness taken to next level to include effective encoding/decoding.
- Integration of extensive emergent reader strategies.
- Development to mastery of Dolch Word list sight word strands and expanded with content vocabulary through all Core Knowledge strands
- Developmental, grade appropriate, writing strand to include mechanics within the 90-minute literacy block.

For the remaining 1<sup>st</sup> grade classes identified needs to review:

- Basic phonemic awareness, listening comprehension, and reading comprehension utilizing *Open Court*.
- Developing sight vocabulary words.
- Mastered decoding/encoding using the program *Phonics*.
- Core Knowledge strand vocabulary development
- Development of writing mechanics through monthly writing samples utilizing a grade appropriate writing rubric targeting vocabulary development through genre specific writing
  
- Enrolling identified students in the Extended Day Program
- *Open Court* Intervention *Phonics & Vocabulary* and reading intervention program
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Extensive support using the supplemental program *Phonics* by Modern Curriculum Press.
- Instructional design of *Vocabulary Connections*
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

#### Grade 2

The data analyzed to determine the needs of the 128 students in grade 2 was the fall *ECLAS 2*, *Open Court* and *Predictor Reading* baseline assessments. The analysis of the data indicated the instructional focus targets for improvement to include in content vocabulary, reading comprehensions and reading fluency. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. The findings indicated a need to:

- Extend phonemic awareness program, decoding/encoding skills development, vocabulary content specific and reading comprehension strategies development through the utilization of the *Open Court Reading Program* and Core Knowledge strands.
- Extend reading strands to include detailed comprehension questioning using both fiction and non-fiction texts.
- Writing mechanics development, grade appropriate, using grade writing rubric and monthly writing samples utilizing the *Houghton-Mifflin English* text for additional support.
- Enrolling identified tier 2 & 3 students in the Extended Day Program, AIS and After-school Academy
- *Open Court* Intervention *Phonics* and reading intervention program.
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.

- Supplemental support through *Vocabulary Connections*.
- Support through the *Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

### Grade 3

The data analyzed to determine the needs of the 133 students in the target population was the fall *ECLAS 2, Open Court Assessments and Predictor Reading, Rally and ITA* assessments to support the identified tiered groups. The instructional focus targets content vocabulary, improvement in reading comprehension in fiction and non-fiction and reading fluency.

- September, Reading Predictor /Options indicated 15 students tested in tier 1; 43 in tier 2; and 90 students in the tier 3/4 range.
- The November ELA ITA results indicated 14% of students fell into tier1/2 range. Students in the tier 3/4 range was 86%.
- Writing sample review to date of five published samples per student book reports and research projects shows evidence of improved editing and self correction; improved development of complex sentences enhanced by appropriate use of figurative language. In addition the student's Writing has improved impacting on non-fiction writing presenting various facts and points of view. Of the 133 students, 86 need additional support in persuasive writing, and 57 continued focus on in-depth narrative writing.

The needs assessment analysis indicated the following to improve student achievement:

- Comprehension (need for in-depth questioning) of both fiction and non-fiction texts
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- Supplemental support through *Imagine It* to support development of comprehension in fiction and non-fiction.
- Support through the *Imagine it/ Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Supplemental program *Vocabulary Connections*.
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

#### Grade 4

Of the 155 grade 4 student data culled based on their individualized learning paths which delineates targeted learning goals, September, Reading Predictor/Options, ELA ITA and monthly writing samples indicates the following:

- September Reading Predictor/Options indicated 12 students tested in tier 1 , 71 in tier 2, and 72 in tier 3/4
- The November ELA ITA, results indicated 18.3% of students fell into tier1/2 range. Students in the 3/4 range were 81.7%.
- Writing sample review to date of five published essays per student shows evidence of improved grammar usage skills development. Of the 155 students, 105 need additional support in sequential developmental writing in non-fiction.

#### Grade 5

Of the 176 grade 5 students data culled based on their individualized learning paths which delineates targeted learning goals, September Reading Predictor/Options, ELA ITA and monthly writing samples the student's achievement to date indicated the following:

- September, Reading Predictor /Options indicated 15 students tested in tier 1; 73 in tier 2; and 96 students in the tier 3/4 range.
- The November ELA ITA results indicated 34% of students fell into tier1/2 range. Students in the tier 3/4 range were 66%.
- Writing sample review to date of five published samples per student shows evidence of improved editing and self correction; improved development of complex sentences enhanced by appropriate use of figurative language. Of the 142 students, 37 students need additional support in persuasive writing, and 28 students continued focus on in-depth narrative writing.

#### Grade 6

Of the 140 grade 6 students data culled based on their individualized learning paths which delineates targeted learning goals, September Reading Predictor/Options, ELA ITA and monthly writing samples, the student achievement to date indicates the following:

- September Reading Predictor/Options indicated 16 students tested on tier 1, 62 in tier 2 and 62 in tier 3/4.
- The November ELA ITA results indicated 16.7% of students fell into the tier 1/2 range; students in tier 3/4 range were 83.3%.
- Writing sample review to date of five published essays, monthly book reports and theme reports indicated marked improvement in developing a topic specific graphic organizer, effective use of a rubric to enhance writing and a positive impact for students in the peer editing program. Noted was the need to improve persuasive essays when comparing two view points.

#### Grade 7

Of the 114 grade 7 students data culled based on their individualized learning path which delineates targeted learning goals, September Reading Predictor/Options, ELA ITA and monthly writing samples, the student achievement to data indicates the following:

- September Reading Predictor/Options indicated 5 students tier 1, 38 students tested in tier 2, 71 in tier 3 and 3 in tier 4.
- The November ELA ITA results indication 1.7% of the students fell into the tier 1/2 range. Students in the 3/4 range were 98.3%.
- Writing sample review to date of five published essays, science and social studies exit projects, and response journals indicates improved grammar usage skills, cohesive narrative and expository writing. There continues to be a need for students to master self evaluation of their written work before producing the published work.

#### Grade 8

Of the 120 grade 8 students data culled based on their individualized learning path which delineates targeted learning goals, September Reading Predictor/Options, ELA ITA and monthly writing samples the student achievement to data indicates the following:

- September Reading Predictor/Options indicated 10 students tested in tier 1, 52 in tier 2 and 58 in tier 3/4.

- The November ELA ITA results indicated .9% in tier 1, 5.4% tier 2 ranges. Students in tier 3/4 range were 83.7%.
- Writing sample review to date of ten published essays, science and social studies exit projects indicates 72.8% improvement in effective note-taking and research skills development. Additional instruction is needed for all students in developing critical viewpoint essays.

Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. : Identified students targeted for At Risk Intervention to include language acquisition services during the teachers PD periods with service extended for 10-week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:30), AIS Academy Tuesday, Wednesday and Thursday 3:00-4:30 commenced November 1, 2011 and Saturday Academy 9:00-12:00 commencing January 7, 2012.

An analysis of the findings from quantitative and qualitative data resulted in a determination of the following :

Student performance trends indicate the following:

- Students are sustaining incremental gains in ELA according to NYS parameters
- Literature Circles targeting implementation of all components through all Core Knowledge Strands
- Use of self evaluating rubrics is improving students self monitoring instructional strengths and weaknesses.
- Differentiating instruction has provided immediate interventions improving students' assimilation of standards based knowledge.
- Differentiation within the classroom has directly impacted on improved student growth in reading, math, science and social studies for ELL and Special Education students.
- Students' writing across the grades has improved with the inclusion of a grammar program.

### I

The greatest accomplishments over the last few years have been:

- Inclusion of ongoing data analysis to enhance the instructional best practices through identification of students' strengths and weaknesses.
- Development of a Language Acquisition Program to support ELL students and those that fall outside of the parameters of the ESL Program mandates.
- The ESL and Special Education students are attaining their goals and objectives and are more competitive in the instructional framework
- Sustainability and expansion of the Core Knowledge Program
- Middle school has an Advanced Regents Program in Integrated Algebra and Living Environment serving half of the eighth grade students
- Middle school has evolved over the last seven years of returning to the school with students attaining sustained, sequential growth in the standards based on their designated learning path in all academic areas.
- Development of gender classes in ELA/Math grades 7-8 based on differentiated learning styles.
- Increased parental involvement in the lower grades K-5 which has directly impacted on student achievement.
- To address the areas of social/emotional/academic achievement of students identified as at risk the inclusion of the Partnership for Children Initiative.

Barriers include:

- Budget reductions impacting on ordering of materials
- Program design with elimination of Language Acquisition classes
- Budget reduction impacting on increased class size
- No space for reduced class size in the early grades K-2

- Additional funding for Instructional parent workshop programs to support parents knowledge base in Core Knowledge

#### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### Utilizing comprehensive data analysis linked to student's individualized learning paths and goals in ELA, mathematics, science, social studies and fine arts that are measurable and sustainable, assessed by 6 week incremental benchmark targets, the following are components of the action plan:

1. *Measuring Up* Predictors/ELA grades 4-8 given the in September as a baseline for current data
2. *ITA's, DYO and Predictives in ELA/Math*
3. *DYO /ELA /Social studies grades specific*
4. *Study Island* learning paths to grade appropriate mastery of items skills for students identified in the lowest third of each grade for intervention and remediation
5. *Study Island* for spiraled enrichment
6. Unit tests in literacy to attain mastery of item skills in fiction and informational texts inclusive of science and social studies through the Core Knowledge strands
7. Standard based grade appropriate rubric graded student reading contract portfolios aligned to the *Young Scholars Program and Imagine It*
8. Targeted individualized learning paths in grades 3, 4, and 5 through instruction with the *Imagine It* Series targeting the students in the lowest third.
9. Grade specific inquiry work on strategies for effective vocabulary development targeting assimilation and application.
10. Weekly instruction targeting conventions of spelling in written assignments

#### Vocabulary program targeting the following:

11. Use of a dictionary, contractions, compounds, Greek and Latin roots, suffixes, prefixes and syllable constructions
12. Instruction in phonetic and structural analysis techniques, syntactic structure and semantic context impacting on decoding
13. Instruction in appropriate vocabulary to include synonyms, antonyms, homophones and multi-meaning words
14. Instruction in speaking skills to include vocabulary that reflects appropriate tone and presents information expressing ideas in a logical manner (idioms, similes and word play)
15. Post-test after each unit in *Building Vocabulary* and *Word Explorer*.
16. Students making oral presentations using subject related information and vocabulary which includes rigorous content, ideas and positions.
17. Write monthly original essays that create a text using the vocabulary to create the desired message

#### Writing Process:

18. Monthly essays targeting a personal reaction to experiences, events, and observations in science and/or social studies

19. Standard based rubric graded student writing portfolios targeting monthly genres and writing samples.
20. Standard based rubric graded student writing targeting monthly content writing samples
21. Student individualized learning paths from intervention to mastery targeting the *Focus Series* by Options to enhance the literacy item skills assimilation aligned to informational text and fiction.
22. Core Knowledge literacy strands, grade appropriate with a more in-depth focus on historical fiction and informational content developing compare and contrast points of view
23. Item skills the day “DO Now” Grades 1-8 targeting main idea, predictions, figurative language, compare and contrast, & inference.
24. Differentiated learning paths for students After-school and Saturday Academy
25. Small group tutoring three times a week for identified students for immediate intervention.
26. Small group tutoring three times a week for identified students for tiered remediation.
27. To utilize multi-faceted differentiated models aligned to the Sped. students who are identified in the lowest third targeting their goals and objectives to effectuate an average change in their ELA proficiency. (Instruction provided by Literacy Team and teacher mentors.)
28. To utilize a small group intervention model for black students identified in the lowest third to effectuate an average change in proficiency. Instruction provided by Literacy Team and teacher mentors.
29. To utilize a small group intervention model for Hispanic students identified in the lowest third through individualized learning paths to effectuate an average competitive change in their ELA proficiency Instruction provided by Literacy Team and teacher mentors.
30. Grammar initiative grades K-8 through *English* by Harcourt
31. Vocabulary development program through *Word Explorer*
32. Monthly assessments utilizing Massachusetts state tests to build stamina.
33. Differentiated writing rubrics (grade appropriate) sequentially developed to include ten published writing samples. Evaluation based on NYS ELA writing standards, supported by teacher conferencing, student writing rubric self evaluation and peer evaluation.
34. Inquiry Teams grades 3-8 focus ELA, lowest third composed of all subgroup populations that fall within the designation of not having made a year’s growth. Teams focus on item’s skills development, grammar and the writing process differentiating the learning paths linked to all content areas inclusive of literacy, mathematics, science, social studies and the arts.
35. Language Acquisition Academy for ESL and students that come from English speaking countries that do not qualify for ESL services to increase ELA and writing strategies.
36. Materials for Academy students to include *SRA Individualized Learning Paths* inclusive of fiction and non-fiction. *Let’s Read. Best Practices, Reading in the Content Areas, Ladders to Reading, ELA Coach, Focus, Measuring Up ELA.*
37. Purpose Driven Assessment Models inclusive of Performance-based, Goal-Referenced and Norm Referenced. Assessments enhanced through Project-Based Learning.
38. Implementation, evaluation, and appropriate follow through with professional development through Instructional Rounds in the area of ELA aligned to Core Knowledge and contiguously linked to science, social studies and fine arts.
39. Integrated curriculum ELA instructional streams and use of additional support staff for small group differentiated instruction in all curriculum areas.
40. Flexible scheduling of funds inclusive of Contract for Excellence for After-school Academy Classes Tuesday-Thursday and Saturday, October to April.
41. The Principal and Assistant Principal’s will conduct a weekly instructional review of the student’s progress and align with the results of the *Predictives, ITA’s*, monthly writing samples and unit tests.
42. Instructional teams transitioning into Learning Communities will meet weekly to revise instructional learning paths, identify weekly Core Knowledge content specific goals and objectives and align the implementation of differentiated learning paths with varied leveled resources.
43. Weekly grade team meetings to peruse student work focusing on specific weekly instructional benchmarks determined through analysis of formal and informal target points.

### Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. Note the following targets:

- Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every \_\_\_\_ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;
- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the, and the development, implementation and evaluation of educational strategies
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities
- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA writing programs and Core Knowledge activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.

### Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired if a vacancy is declared. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge Program. The highly qualified staff holds licenses in : Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General

Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**To support the academic programs the following support designs are infused within the instructional Core Knowledge Model:**

- **Core Virtues Program:** The Values Education Program is a school-wide initiative. The teachers conduct novel studies on the virtue of the month and then the students write an essay on how they apply the virtue to their lives. The initiative is conducted from September-June.
- **Move to Improve:** To promote a healthy life-style the teachers have been trained in the Move to Improve Program and incorporate the programs tenets within the instructional day.
- **Violence Prevention Program:** *STOP THE BULLYING!* Is a school-wide initiative where students participate in weekly values education lessons with the focus on anti-bullying strategies. The lessons are presented in a situational reading framework where students peruse articles, discuss or act out the scenarios to draw pro-active solutions.
- **Partnership with Children:** CBO that works with students and their families in developing social and emotional focus which directly impacts on improved student achievement. Additionally they conduct groups for all students inclusive of: *Peer Mediation Team; Newspaper Group; Job Readiness; Girl's Group; Boy's Group;* and individual and group counseling.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **Conceptual Consolidation of All Funding Sources:** Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL
- Tax Levy money will provide for Language Acquisition PD supports teacher and materials.
- Title 1 will provide for the reading/math Instructional Team intervention pull out model.
- Title III will provide for ESL library materials and AIS Academy
- Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress.
- Contract 4 Excellence will support one to one prep tutoring.
- **Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through components of a Balanced Literacy and Literature Circle framework aligned to the Core Knowledge 4-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks.**

ANNUAL GOAL #2 AND ACTION PLAN

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the math performance of sub-group populations for grades 4-8 will show evidence of a 2% increase of the growth percentile rate.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Kindergarten**

Of the 128 Kindergarten students an analysis of data from a variety of tiered tasks, including *Harcourt Math* portfolio tasks, daily conferencing and customized performance assessments aligned with interventions indicates an overall need for increased focus on the following mathematical concepts: patterns, geometric shapes, reasoning and counting. Data culled from monthly portfolio tasks and unit assessments indicates the following performance levels in the concept of predicting and extending patterns: Level 1 – Below standard 24 students, Level 2 – Approaching standard 45 students, Level 3 – Meeting standard 38 students, and Level 4 – Exceeding standard 13 students. In the concept of recognizing, comparing, and sorting solid geometric figures, data culled from the same sources indicated the following performance levels: Level 1 – Below standard 13 students, Level 2 – Approaching standard 58 students, Level 3 – Meeting standard 39 students, and Level 4 – Exceeding standard 10 students. In the concept of reasoning specifically using one to one correspondence to compare two groups and identify which group has more objects, data culled from the same sources indicates the following performance levels: Level 1 – Below standard 23 students, Level 2 – Approaching standard 44 students, Level 3 – Meeting standard 35 students, and Level 4 – Exceeding standard 18 students. In the concept of counting, specifically counting forward and backward from a given number on a number line, data culled from monthly portfolio tasks and unit tests indicates the following performance levels: Level 1 – Below standard 32 students, Level 2 – Approaching standard 53 students, Level 3 – Meeting standard 23 students, and Level 4- Exceeding standard 12 students.

**Grade 1:**

Of the 110 grade 1 students an analysis of math data from a variety of tiered tasks, including *Harcourt Math* portfolio tasks, pretests, formative classroom assessments and academic software data indicated areas requiring additional academic support. Data culled from Children's Progress Monitoring indicates the following performance levels for Grade 1 in the concept of Measurement: tier 1/30 students; tier 2/51 students; tier 3/31 students; tier 4/ 4 students. Additionally, data from the same source reveals the following performance levels in the concept of Patterns: tier 1/ 7 students; tier 2/38 students; tier 3/60 students; tier 4/7 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/3 students; tier 2/11 students; tier 3/62 students; tier 4/ 38 students and the following results in Number Sense: tier 1/ 0 students; tier 2/40 students; tier 3/ 38 students; tier 4/36 students. Harcourt Math pretest and formative assessment data indicate initial progress in all areas ranging from 3%-6% conforming to the growth model.

### Grade 2:

Of the 128 grade 2 students and analysis of math data from a variety of tasks including *Harcourt Math* portfolio tasks, pretests, and formative classroom assessments indicated areas requiring additional academic support. Data culled from the sources indicates the following performance levels for Grade 2 in the concept of Measurement: tier 1/26 students; tier 2/55 students; tier 3/30 students; tier 4/ 5 students. Additionally, data from the same source reveals the following performance levels in the concept of Patterns: tier 1/ 5 students; tier 2/44 students; tier 3/56 students; tier 4/6 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/4 students; tier 2/12 students; tier 3/63 students; tier 4/ 35 students and the following results in Number Sense: tier 1/ 0 students; tier 2/42 students; tier 3/ 34 students; tier 4/38 students.

### Grade 3

Of the 133 grade 3 students an analysis of math data from a variety of sources including *Harcourt Math* portfolio tasks, pretests, and formative classroom assessments indicated areas requiring additional academic support. Additional data culled from citywide ITAs is as follows: ITA #1: tier 1/6; tier 2/32; tier 3/75; tier 4/34. ITA#2: tier1/2; tier 2/6; tier 3/34; tier 4/107. While the students showed growth from ITA #1 to ITA#2, it was felt that students on the cusps of levels 2 and 3 needed additional intervention to help move them into the next level. An item analysis of these assessments indicates areas in which additional support is needed in the following academic strands: Classifying Data, specifically reading and interpreting data in line graphs; Measurement, including estimating and measuring mass and temperature; Geometry, specifically identifying types of angles and Fractions and Decimals.

### Grade 4

Of the 155 grade 4 students' data culled based on the math item skills rubric, September Math Predictor/Options, November Math/ITA, *Focus Math* and *Harcourt Math* portfolio tasks the data indicates the following:

- September Math Predictor/Option tier 1 /20 students; tier 2/43 students, tier 3/63 students & tier 4/29 students.
- The November Math/ITA, results indicated results indicated in tier 1 /6 students; tier 2/ 33 students, tier 3/52 students & tier 4/ 64 students..
- *Focus*, a math strategy enrichment and support series targets the development of spiraled math item skills over time. Throughout the year the students track through the series which targets: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data to date indicates an upward spiral of application of item skills in the framework of differentiated mathematical content. The final results of the students individualized learning paths indicated that 58.4% of the students in all populations attained their targeted learning goal for this program design to date.
- Portfolio benchmark assessments indicated that 84.4% attained mastery before the re-teach model was implemented. The re-teach model was in the framework of a multi-step word problem to provide spiral reinforcement of skills. After the re-teach 96.8% of students attained mastery.

### Grade 5

Of the 176 grade 5 students' data culled based on the math item skills rubric, September, Math Predictor/Options, November Math/ITA, *Focus Math* and *Harcourt Math* portfolio tasks the data indicates the following:

- September Math Predictor/Option tier 1 /25 students; tier 2/52 students; tier 3/49 students & tier 4 /50 students.
- The November Math/ITA, results indicated in tier 1 /11 students; tier 2/64 students, tier 3/ 67 students & tier 4/35students.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The data analyzed of the students individualized learning paths indicated that 67.1% of the students in all populations attained their targeted learning goal for this program design to date.

- Portfolio benchmark assessments indicated that 87.4% attained mastery before the re-teach model was implemented to date. Concept reinforcement is spiraled as new topics were introduced in the framework of multi-step problems. After re-teach 96.3% of the students' attained mastery on spiraled topics.

#### Grade 6

Of the 140 grade 6 students' data culled based on the math item skills rubric, September, Math Predictor/Options, November Math/ITA, *Focus Math* and *Harcourt Math* portfolio tasks the data indicates the following:

- September Math Predictor/Option tier 1 /28 students; tier 2/56 students; tier 3/30 students & tier 4/26 students.
- The November Math/ITA, results indicated in tier 1 /17 students; tier 2/62 students, tier 3/45 students & tier 4/16 students.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The data of the students individualized learning paths indicated that 73.1% of the students in all populations attained their targeted learning goal for this program design up from the commencing benchmark to date.
- Portfolio benchmark assessments indicated that 89.6% attained mastery before the re-teach model was implemented. Concept reinforcement was spiraled as new topics were introduced in the framework of multi-step problems. After the re-teach 97.8% of the students attained mastery.

#### Grade 7

Of the 124 grade 7 students' data culled based on the math item skills rubric, September, Math Predictor/Options, November Math/ITA, and *Harcourt Math* portfolio tasks the student's achievement to date indicates the following:

- September Math Predictor/Option - tier 1 /25 students; tier 2/37 students; tier 3/24 students & tier 4/38 students.
- The November Math/ITA, results indicated in tier 1 /29 students; tier 2/55 students, tier 3/28 students & tier 4/3 students.
- The instructional materials and targeted benchmarks were set through *Impact Math & Skills Intervention*.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The final results of the students individualized learning paths indicated that 59.1% of the students in all populations attained their targeted learning goal for this program to date.
- Portfolio benchmark assessments indicated that 88.8% attained mastery before the re-teach model was implemented. Concept reinforcement was spiraled as new topics were introduced in the framework of multi-step problems. After the re-teach 97.9% attained mastery on topics to date.

#### Grade 8

Of the 120 grade 8 students' data culled based on the math item skills rubric, September, Math Predictor/Options, November Math/ITA, and *Harcourt Math* portfolio tasks the student's achievement to date indicates the following:

- September Math Predictor/Option - tier 1 /25 students; tier 2/37 students; tier 3/24 students & tier 4/38 students.
- The November Math/ITA, results indicated in tier 1 /29 students; tier 2/55 students, tier 3/28 students & tier 4/3 students.
- The instructional materials and targeted benchmarks were set through *Impact Math & Skills Intervention*.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The final results of the students individualized

learning paths indicated that 78.6% of the students in all populations attained their targeted learning goal for this program to date.

- Portfolio benchmark assessments indicated that 85.8% attained mastery before the re-teach model was implemented. Concept reinforcement was spiraled as new topics were introduced in the framework of multi-step problems. After the re-teach 94.9% attained mastery on topics to date

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Instruction will be provided by classroom teachers, all cluster teachers and the reading, science and math specialists. The instruction provided will incorporate a whole class and small group design which is scheduled daily for 60 minutes. Instruction is supplemented with an after-school program Tuesday-Thursday commencing in November and a Saturday Academy commencing January 7, 2012. All programs to run through June 2012. Utilizing comprehensive data analysis linked to the student's individualized learning paths and goals in mathematics that are measurable and sustainable assessed by 4 week incremental benchmark targets.

1. Implementation of instructional programs aligned to CORE Knowledge and the ELA Math/Literacy Connection
2. Gr. 6-8: *Impact Math (Gr. 6,7), Math A, and Integrated Algebra (Gr. 8) Harcourt Math 6-8*
3. Grades. K-5: *Harcourt Math*
4. Problem of the Day student journals
5. Baseline *Measuring Up* Math Predictor to cull baseline data
6. *Focus Math*, grade specific standards strands daily based benchmark activities
7. Implementation, evaluation, assessment and appropriate follow through with professional development in the area of math, utilizing the CORE Knowledge/Math Literacy framework, and contiguously linked with related content areas of science and social studies.
8. Provision of appropriate instructional materials, (i.e.) CORE Knowledge classroom leveled and differentiated math libraries, *SRA Math* instructional kits, POD journals, and technology
9. Programmed math instructional blocks, and use of additional support staff for small group differentiated instruction to reduce teacher to student ratio for Grades 3-8.
10. Purpose Driven Assessment Model inclusive of Performance Based, Goal-Referenced, and Norm-Referenced.
11. Use of support staff for pull out program in math, targeting Grades 4-8.
12. Provision of AIS to include Extended day - Grades K-8, AIS academies - Gr. 3-8 (Tues, Weds. Thurs.), Saturday Academy - Grades K-8.
13. Principal and AP's will meet daily to review specific grade issues and concerns, data, weekly instructional targets, the focus for the day, documentation matters, and development of differentiated P.D.
14. Instructional teams will meet weekly to review instructional needs, identify weekly CORE Knowledge goals and objectives in math, review data binders, discuss effective planning and implementation of differentiated math instruction inclusive of science and social studies
15. school staff and CBO's.
16. School culture supports active student/parent involvement through multi-faceted interactive Theme Mathematic Nights December, February, April, and June

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. Note the following targets:

- Annual “Meet the Teacher Night” conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every \_\_\_\_ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;
- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the, and the development, implementation and evaluation of educational strategies
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities
- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- 17. School support services aligned with student/teacher/admin instructional concerns and issues as noted via PPT meetings, compliance issues student attendance/lateness and related student accommodations (504).
- The Parent Coordinator working in tandem with the Family Assistant will continue to provide parent Math/Science Workshops, with support from
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA and writing programs and activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.
- Workshops for parent/guardian/students on, “What is Economics?” and “Personal Finance”.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired if a vacancy is declared. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge sequences. The highly qualified staff holds licenses in : Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**To support the academic programs the following support designs are infused within the instructional Core Knowledge Model:**

- **Core Virtues Program:** The Values Education Program is a school-wide initiative. The teachers conduct novel studies on the virtue of the month and then the students write an essay on how they apply the virtue to their lives. The initiative is conducted from September-June.
- **Program targeting, “Twenty First Century Issues”**
- **Move to Improve:** To promote a healthy life-style the teachers have been trained in the Move to Improve Program and incorporate the programs tenets within the instructional day.
- **Violence Prevention Program: *STOP THE BULLYING!*** Is a school-wide initiative where students participate in weekly values education lessons with the focus on anti-bullying strategies? The lessons are presented in a situational reading framework where students peruse articles, discuss or act out the scenarios to draw pro-active solutions.
- **Partnership with Children:** CBO that works with students and their families in developing social and emotional focus which directly impacts on improved student achievement. Additionally they conduct groups for all students inclusive of: *Peer Mediation Team; Newspaper Group; Job Readiness; Girl’s Group; Boy’s Group;* and individual and group counseling.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Conceptual Consolidation of Funding Sources:** Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL
  - Tax Levy money will provide for Language Acquisition PD supports teacher and materials.
  - Title 1 will provide for the reading/math Instructional Team intervention pull out model.
  - Title III will provide for ESL library materials
  - Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year’s progress.
  - Contract 4 Excellence will support one to one prep tutoring.
  - Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through

components of a **Balanced Literacy and Literature Circle** framework aligned to the **Core Knowledge 4-8** content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

**By June 2012, 92% of the students in grades K-8 will apply Core Knowledge content knowledge in literacy, science and social studies to support in-depth content based task questions providing detailed, reasoned written responses.**

#### **Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

**A comprehensive need assessment was conducted by the teacher's utilizing the collated data from the 2010/2011 writing program grades 4-8. The writing samples from the entire year were targeted through team meetings for analysis. Following find the analysis of the student work:**

- **Grade 4 writing sample review of 10 published essays per student showed evidence of improved grammar usage skills development. Inclusion of content specific vocabulary aligned to social studies Core Knowledge strands has increased from January 2011 when it was at 54% to 89.2% as evidenced by cross-curriculum review of student work. Of the 171 students, initially 82 students needed additional support in sequential developmental writing in non-fiction. At the end of the term 28 students remained below grade level standards in this area of writing. Note: The Instructional Round POP focused specifically on targeted grammar usage in writing including use of adjectives; action verbs, plural possessive nouns, singular and plural pronouns. The POP was identified after analyzing student writing samples to identify a trend. Additionally, transitional focus targeting effective selection of a variety of graphic organizers to support student writing of the first draft was implemented. Analysis indicated that there is a definitive need to include guiding essential questions to impact on the content.**
- **Grade 5 writing sample review of 10 published essays per student shows evidence of improved editing and self correction and improved development of complex sentences enhanced by appropriate use of figurative language. Of the 151 students, 67 students needed additional support in persuasive writing. By June 18 students did not attain the benchmark target. Additional focus targeted peer editing aligned to differentiated rubric analysis. The Instructional Round POP focused specifically on rigorous vocabulary development aligned to the development of complex sentences targeting specific content. The POP was identified after analyzing student writing samples to identify a trend. As indicated by the review of the students short and long constructed responses and essays by June all students had attained their targeted writing goal aligned to the specific writing rubric. It is essential to have students write more content specific essays to hone application of increased vocabulary in content writing.**
- **Grade 6 writing samples reviewed 10 published essays, monthly book reports and theme reports indicated marked improvement in developing a topic specific graphic organizer, effective use of a differentiated rubric to enhance writing and a positive impact for students peer editing program. Noted was the need to improve persuasive essays when comparing two viewpoints. The Instructional Round POP focus specifically targeted differentiation of instruction through tiered tasks, content specific. Of the 130 students by June 97.9% effectively utilized a topic specific differentiated graphic organizers that provided depth to the content included within their essays increased from the initial baseline of 62.7%.Tje analysis concluded that there is a need to have tiered in-depth essential questions to cull positional points of view in comparison writing.**
- **Grade 7 writing sample review of 10 published essays, science and social studies exit projects, and response journals indicated improved grammar usage skills, cohesive narrative and expository writing. The targeted area for students to master were self evaluation of their written**

work before producing the published work showed marked improvement from 64.8%-97.2% mastery. The Instructional Round POP focus specifically targets defined rigor in all curriculum areas. Marked improvement was noted through the exit projects written, oral presentations and follow-up group project. The writing projects directly supported increased comprehension supporting ELA reading comprehension and writing. There is a need to focus on topics that lead to analytical questioning and critical and analytical reasoning on a content specific topic.

- Grade 8 writing sample review of ten published essays, science and social studies exit projects indicated 72.8% improvement in effective note-taking and research skills development. Data indicated that 56.9% had difficulty with presenting various points of view and putting forth information to support their viewpoint. By June 92.7% of the students were able to present information to defend their positions.

Analysis of the data culled through the writing samples indicated there is a need to have content specific tasks developed aligned to the Core Knowledge Model to increase students' intellectual capacity to defend positions based on informational text.

#### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) Timeline for implementation.
1. Teachers identify the Core Knowledge Expo topic which the task framework will encompass week of September 12, 2011.
  2. Expo topics selected target: Kindergarten-Continents; Grade 1-Ancient Egypt; Grade 2-Japan; Grade 3-A Journey Through Literature; Grade 4-American Revolution; Grade 5-The Renaissance; Grade 6-Deserts; Grades 7 & 8 Literature Historical Fiction vs. Informational.
  3. Science clusters grades K-8 will develop a performance task aligned to a Core Knowledge science strand thematic topic.
  4. Teachers will develop a tiered thematic unit, including performance tasks, and rubrics for analysis of three student work products
  5. Task developed to completion for review by January 15, 2012.
  6. Teachers meet bi-monthly to assess student's on-going writing in the framework of the developed tasks.
  7. Rubrics aligned to monthly writing samples.
  8. Students complete performance task by March 30, 2012.
  9. Analysis of data culled to develop an instructional tiered action plan from April to June.

#### Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. Note the following targets:

- Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every \_\_\_ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;

- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the, and the development, implementation and evaluation of educational strategies
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities
- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA and writing programs and activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.

#### Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired if a vacancy is declared. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge sequences. The highly qualified staff holds licenses in : Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

#### Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To support the academic programs the following support designs are infused within the instructional Core Knowledge Model:

- Core Virtues Program: The Values Education Program is a school-wide initiative. The teachers conduct novel studies on the virtue of the month and then the students write an essay on how they apply the virtue to their lives. The initiative is conducted from September-June.
- Move to Improve: To promote a healthy life-style the teachers have been trained in the Move to Improve Program and incorporate the programs

tenets within the instructional day.

- **Violence Prevention Program: *STOP THE BULLYING!*** is a school-wide initiative where students participate in weekly values education lessons with the focus on anti-bullying strategies. The lessons are presented in a situational reading framework where students peruse articles, discuss or act out the scenarios to draw pro-active solutions.
- **Partnership with Children: CBO** that works with students and their families in developing social and emotional focus which directly impacts on improved student achievement. Additionally they conduct groups for all students inclusive of: *Peer Mediation Team; Newspaper Group; Job Readiness; Girl's Group; Boy's Group*; and individual and group counseling.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL**
  - **Tax Levy money will provide for Language Acquisition PD supports teacher and materials.**
  - **Title 1 will provide for the reading/math Instructional Team intervention pull out model.**
  - **Title III will provide for ESL library materials**
  - **Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress.**
  - **Contract 4 Excellence will support one to one prep tutoring.**

**Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through components of a Balanced Literacy and Literature Circle framework aligned to the Core Knowledge 4-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

**By June 2012, engage 100% of the staff, grade specific K-6 and cross grades 7-8, in identifying a specific problem of practice, participation in a series of Instructional Rounds improving teacher's instructional practices impacting on increased student's academic achievement.**

### **Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

**(Note: See data culled in goal #3 needs assessment which supports impart the rationale for this goal.)**

- **On September 7, 2011 the teachers took a self assessment utilizing a 25 page rubric to analyze their professional strengths and weaknesses. After the assessment the teachers individually culled their responses and targeted four areas of weakness that they needed to improve on.**
- **The teachers they developed four goals to take them out of their comfort zone to improve their practice with the over-arching goal of improving student achievement.**

### **Instructional strategies/activities**

**Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

- a) **strategies/activities that encompass the needs of identified student subgroups,**
- b) **staff and other resources used to implement these strategies/activities,**
- c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- d) **timeline for implementation.**

**All staff inclusive of classroom teachers, the reading and math instructional team and all support staff will be involved in the process of Instructional Rounds. After the kick-off of the continued book study each grade will identify a problem of practice, focus on rounds and glean strategies to improve teaching and learning thus impacting on improved student achievement. This process will rotate every 3 months and a new problem of practice.**

1. **Book study, *Instructional Rounds in Education* by Richard Elmore**
2. **September- Professional development sessions to identify the instructional core; theories of action; identification of problem of practice, process of observation, facilitation of rounds and debriefing to identify the next level of work. A review of the work which commenced in 2010/2011.**
3. **Weekly meetings on common preps with grade teams to discuss the process and discuss the problem of practice.**

4. Commencing mid-October weekly grade specific rounds and follow-up debriefing sessions. Note: Middle school round teams are across grade 7 and 8. Teams are English and Social Studies; Science and Math.
5. To prepare for the Instructional Rounds the teachers develop a lesson plan which is submitted for review. All lesson plans are given to all participating teachers before the rounds begin so can review what they will observe. The teachers participate in a full day of Instructional Rounds. All teachers on a grade present a lesson aligned to the grade problem of practice. The grade teachers observe the lessons and targets perusing the task, teacher to student interaction, student to student interaction and teacher questioning. Observing teachers interact with the students during group work to ascertain students strengths and weaknesses later providing insights to the classroom teacher on students assimilation of the targeted lessons' goals.
6. After all classroom visits are completed the group meets to debrief on the lessons observed and identify patterns and contrasts identified in each of the areas which include task, student interaction and teacher presentation. The patterns and contrasts identified are then distributed to the teachers to identify how to infuse new ideas culled from the rounds into their instructional design. All teachers next step is to find an article to support the POP and share with their grade team.
7. Increase classroom inter-visitations weekly
8. Third cycle will target cross grade problem of practice.

Additionally to improve teacher effectiveness through development of Teacher Performance Rubric (TPR) goals

1. September 7, 2011 extensive interactive, jig-sawed professional development and analysis of the *Framework for Teaching* by Charlotte Danielson.
2. All staff completes the frameworks self-assessment to identify the targets to focus on when developing goals.
3. Focused professional development conducted the week of October 3, 2011 to brainstorm significant goals and a Q & A to pave a foundation for the process
4. Staff individually identifies and develops one target goal for each domain. Then a measurable objective, action plan and framework for evidence culled will be outlined.
5. Commencing the week of October 11, 2011 the Administration will hold a conference to review the TPR presented. Clarification of the action plan activities, aligned lessons and student work to be evaluated will be reviewed.
6. Mid-year progress assessment will be conducted commencing January 15, 2012
7. Informal observations targeting developed goals will be conducted with written instructional feedback provided.
8. Teachers will provide next step responses in writing to document work conducted.
9. Individual goals will be meshed within the Instructional Rounds initiative.
10. Each teacher will conduct a case student on 3-5 specific children that fall within the tenets of their individualized action plans
11. All informal observations will revolve around the action plan s coupled with the Instructional Rounds.
12. TPR binders will be presented by June 1, 2012 for review.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. Note the following targets:

- Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every \_\_\_ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;
- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the,

and the development, implementation and evaluation of educational strategies

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities
- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA and writing programs and activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.

#### Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired if a vacancy is declared. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge sequences. The highly qualified staff holds licenses in : Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

#### Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To support the academic programs the following support designs are infused within the instructional Core Knowledge Model:

- **Core Virtues Program:** The Values Education Program is a school-wide initiative. The teachers conduct novel studies on the virtue of the month and then the students write an essay on how they apply the virtue to their lives. The initiative is conducted from September-June.
- **Move to Improve:** To promote a healthy life-style the teachers have been trained in the Move to Improve Program and incorporate the programs tenets within the instructional day.
- **Violence Prevention Program:** *STOP THE BULLYING!* is a school-wide initiative where students participate in weekly values education lessons with the focus on anti-bullying strategies. The lessons are presented in a situational reading framework where students peruse articles, discuss or act out the scenarios to draw pro-active solutions.
- **Partnership with Children:** CBO that works with students and their families in developing social and emotional focus which directly impacts on improved student achievement. Additionally they conduct groups for all students inclusive of: *Peer Mediation Team; Newspaper Group; Job Readiness; Girl's Group; Boy's Group;* and individual and group counseling.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL
  - Tax Levy money will provide for Language Acquisition PD supports teacher and materials.
  - Title 1 will provide for the reading/math Instructional Team intervention pull out model.
  - Title III will provide for ESL library materials
  - Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress.
  - Contract 4 Excellence will support one to one prep tutoring.

Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through components of a **Balanced Literacy and Literature Circle** framework aligned to the Core Knowledge 4-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	49	34	N/A	N/A	2	0	3	2
<b>1</b>	37	43	N/A	N/A	5	0	5	3
<b>2</b>	52	29	N/A	N/A	6	0	7	5
<b>3</b>	68	54	N/A	N/A	15	0	12	2
<b>4</b>	83	81	10	0	14	0	15	1
<b>5</b>	68	49	15	0	12	0	16	2
<b>6</b>	70	45	0	0	7	0	14	1
<b>7</b>	56	39	2	4	5	0	9	4
<b>8</b>	51	28	4	4	8	0	8	2
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>At risk services are provided to all students in all sub-group populations in the following approaches:</b></p> <ul style="list-style-type: none"> <li>• <b>All identified students participate in Extended Day. Instruction provided on their individualized learning path in ELA, math, with an inter-disciplinary approach linking science and social studies.</b></li> <li>• <b><i>Leap Frog</i> (including ELL and SETSS) based on individual learning path design</b></li> <li>• <b>Tiered differentiated instruction based on monthly assessments in ELA and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring.</b></li>   <li>• <b>Students in grades K-3 inclusive of Special Education and ELL students identified through ECLAS Assessment administered in September who do not attain grade appropriate benchmarks receive daily 30-minute classes.</b> <ul style="list-style-type: none"> <li>➤ <b>Small Group Instruction</b></li> <li>➤ <b><i>Study Island</i></b></li> <li>➤ <b>Pull out design</b></li> <li>➤ <b>30 Week Cycle</b></li> <li>➤ <b>Periodic benchmarks administered to include <i>Foundations</i> and <i>Open Court</i> Intervention Tests to reassess tier placement</b></li> </ul> </li>   <li>• <b>Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades 3-8</b> <ul style="list-style-type: none"> <li>➤ <b>Balanced Literacy Design aligned to Core Knowledge literacy strands</b></li> <li>➤ <b><i>Study Island</i></b></li> <li>➤ <b>Pull Out/Push In Design</b></li> <li>➤ <b>Small Group Instruction</b></li> <li>➤ <b>(3) 45 minute periods per week</b></li> <li>➤ <b>Prep Tutoring one to one two days per week</b></li> </ul> </li> </ul> <p><b>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Let's Read, Best Practices in Reading; ELA Measurement; SRA Literature and Science Self Learning Path</i></b></p>

<b>Mathematics</b>	<p>Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades K- *8</p> <ul style="list-style-type: none"> <li>➤ Math/Literacy Connection Focus</li> <li>➤ <i>Study Island</i></li> <li>➤ Skills and Conceptual Knowledge Development</li> <li>➤ Pull Out/Push In Design 5 days per week for 45 minutes</li> <li>➤ Tiered differentiated instruction based on monthly assessments in and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring.</li> <li>➤ Small Group Instruction</li> <li>➤ (3) 45 minute periods per week</li> <li>➤ Prep Tutoring one to one two days per week</li> </ul> <p>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Jumpstart, Math Advantage, Best Practices in Math; Math Measurement.</i></p>
<b>Science</b>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> <li>➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry</li> <li>➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry</li> <li>➤ Small Group Instruction Extended Day</li> <li>➤ (2) 45 minute periods per week</li> </ul> <p>SRA Science Exploration follows individual learning path</p>
<b>Social Studies</b>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> <li>➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry</li> <li>➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry</li> <li>➤ Small Group Instruction Extended Day</li> <li>➤ (2) 45 minute periods per week</li> </ul> <p>SRA Science Exploration follows individual learning path</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> <li>➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry</li> <li>➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry</li> <li>➤ Small Group Instruction Extended Day</li> <li>➤ (2) 45 minute periods per week</li> </ul>

<b>At-risk Services provided by the School Psychologist</b>	<b>None</b>
<b>At-risk Services provided by the Social Worker</b>	<b>The social worker works with students on a revolving basis based when a need is identified. The social worker provides academic and social emotional support for parents and students who are going through the A501 Promotion in Doubt Process.</b>
<b>At-risk Health-related Services</b>	<b>The nurse provides Asthma classes 5 times a year to students with the condition. Daily the nurse provides at risk intervention services for students with chronic conditions providing both health support and social/emotional support.</b>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### *SCHOOL-PARENT COMPACT*

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>51</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>124</b>
School Name <b>Osmond A. Church</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Valarie Lewis</b>	Assistant Principal <b>Mary Alarcon, Linda Malloy</b>
Coach <b>Heather Sussman</b>	Coach
ESL Teacher <b>Gail Lindman</b>	Guidance Counselor <b>Ramonita Semper</b>
Teacher/Subject Area <b>Judy Lefante</b>	Parent <b>Eileen Lamana</b>
Teacher/Subject Area <b>Nancy Melaniff</b>	Parent Coordinator <b>Cynthia Lapsley</b>
Related Service Provider <b>Michelle Frankel</b>	Other
Network Leader <b>Joseph Blaize</b>	Other

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1230</b>	Total Number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>2.20%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. PS/MS 124Q, in South Ozone Park Queens, is an elementary school spanning the grades Kindergarten to grade 8. There are 1,230 registered students at present. Approximately 2.36% of the population, or 29 students are identified ELL students. They are served in a pull out small group model by one full time teacher certified in ESL. Twenty six of these students have been in English speaking schools for three years or less, three students have been here for 4 to 6 years. There are 14 students whos L1 is Punjabi, 9 Spanish, 5 Arabic and 1 Bengali.

When a student is registered at PS/MS 124Q, our Pupil Personnel Secretary, Susan Perri provides the Home Language Identification Survey in the appropriate language to the parent/guardian for their perusal. Ms. Lindman the ESL teacher confers with the parent/guardian and supports them in complete the HLS. . If a parent is in need of further translation, an appropriate and qualified teacher is summoned. Ms. Semper speaks Spanish, Ms Soofizada speaks Arabic, Urdu, and Punjabi; Ms. Ptounouis speaks Russian and Ms. Iadevia speaks Italian. All beforementioned are pedagogues. The Home Language Survey is then review by the ESL teacher Ms. Lindman the same day, but no later than the next school day and based on the review the LAB-R is administered. Based on this outcome of this screening. This process turns around in no longer than three to four days after enrollment. BAsed on the results a parent orientation is held.

Each May our ELL students are administered the NYSESLAT. It is given in our ESL lab, generally in groups of four, according to the various levels. Each modality is given separately. Each modality is administered in the order prescribed: Speaking, Listening, Reading and finally Writing.

2. PAREnt orientation and ndividual interviews are conducted with the parents or guardians of all newly identified ELL students. At that time, all three programs are explained in detail, using translation if necessary. We endeavor to have all parents interviewed within two weeks of enrollment. If parents do not keep their appointments, we will continue to make follow-up appointments. We take advantage of school events such as “Meet the Teacher” and “Parent/Teacher Conferences” to ensure that all parents have been interviewed and necessary paperwork has been completed.

3. Entitlement letters are sent home in September. They are also redistributed during Parent/Teacher conferences. A tear-off is signed and kept on file by the school.

4. PS/MS 124Q offers a freestanding ESL program for its ELL students. Our enrollment as well as parent preference does not support any other model. If a parent opts-out of bilingual education for his child, the child is placed in our ESL program. If the parent prefers a bilingual situation for his child, we will direct them to a school where it is offered. Historically, our parents have preferred an English only approach to teaching their children and thus choose the ESL program as their first choice. We do occasionally find that a parent will prefer a bilingual situation for his child, no more than one or 2 a year.

5. After reviewing the parent’s survey and program selection forms, we see that our parents continue to choose ESL as their first choice. Out of the last 50 enrolled ELL students, only 5 parents of the students have selected another model. This model is bilingual. All of these parents have an L1 of Spanish.

6. Our school offers ESL exclusively, which is aligned with parent choice and preference.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1	1	0						7
<b>Total</b>	1	1	1	1	1	1	1	0	0	0	0	0	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	0	3	0	0	0	0	0	29
Total	26	0	0	3	0	0	0	0	0	29

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	2	1		1								9
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic	1				1	1	1	2						5
Haitian														0
French														0
Korean														0
Punjabi	6	1	1	1	2	2		1						14
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. An analysis of proficiency levels across the grades reveals that 16 students are advanced, 5 of them in Kindergarten. There are 5 intermediate students and 8 beginners. We have 14 students in grades K and 1. The remaining students are distributed over grades 2 through 7.

Skill levels in listening/speaking, reading/writing skill are mixed. Interim assessments reveal, predictably, stronger ability in listening comprehension than the reading and writing strands.

a) Instruction is given through pull-out classes and delivered in our ESL lab. Students are all seen for the mandated minutes.

b) The children are blended respective to their proficiency, age and grade. There may be up to three different grade levels and proficiency levels in one group. ESL instruction is scheduled so that students on similar proficiency levels and similar grade levels are taught together. Some groups vary from day to day depending on service mandates. For example, a first grade intermediate student may be grouped twice a week with an advanced kindergarten group in order to fulfill the 360 minute mandate and to supplement the academic needs of this student. As a result, PS/MS 124 can completely satisfy mandated program requirements with one ESL teacher.

In the early childhood groups, an emphasis is placed on listening, speaking, survival vocabulary and introductory literacy skills, whereas the upper grades receive more instruction in literacy comprehension, higher order thinking, writing structures and techniques, grammar, and vocabulary enrichment and development.

Upon examination of our ELL students' test data, we can see that as students remain in the school system and receive outside support services, their performance improves.

2. Our ESL teacher, through careful planning and programming, is able to deliver all mandated instruction. Through blending of grades, proficiencies and levels, all students receive explicit ESL instruction for either 180 minutes or 360 minutes per week – as mandated. With advanced students, classroom teachers ensure that an additional 180 minutes of explicit ELA instruction is met.

3. Content is taught through the Core Knowledge Program as an entry or delivery medium for English proficiency. Vocabulary is emphasized. Tasks utilizing dictionaries and thesauruses are emphasized. Students in upper grades and with little or no English are given pictorial supplements, computer activities as well as “native language buddies” in their general classroom to assist with the transfer of content concepts. Social studies and science trade books at differentiated readability levels are utilized as well as thematic units specifically designed for the ELL student are used in the ESL classroom to supplement general classroom curricula and activities.

4. Does not apply to PS/MS 124

5. Differentiated instruction is as follows:

a. The ESL Group the student is placed in reflects their abilities and needs.

b. Within that group, some students may need more support in special areas. The ESL teacher meets with them individually to target these

## A. Programming and Scheduling Information

areas. Assignments and expected goals may be adjusted. Homework assignments are reflective of individual, not group targets.

c. Students in ESL for fewer than 3 years are receiving concentrated instruction in speaking and reading fluency as well as the expression of thoughts and ideas in writing. This of course, after basic vocabulary and communication skills are in place.

d. Students in the program from 4 to 6 years, are working more on grammar skills, expanding their academic vocabulary and the nuances of comprehension, such as inference, prediction and drawing conclusions. These skills are highlighted and woven into all learning, no matter what content is being used to deliver them. Long term ELL students must be given work individually according to their needs and weaknesses.

e. We have no special needs ELL students at this time. However, our practice is to include them in our small groups. They receive all the advantages and support afforded to our general education ELL students. Assignments may be truncated or goal outcomes may be adjusted somewhat depending on the student's limitation, or not. This is on a case by case application. ELLs with special needs are carefully supported with constant teacher exchange and articulation. If a student is identified with a particular weakness in any academic area, outside instruction, as well as ESL instruction will support this area. Every special needs student should be treated in a unique way, depending on the student's need. As the student's needs lessen, the support can be adjusted. So too, should the needs increase, the support should increase.

6. At present, P.S./M.S. 124 does not have any identified ESL-SWD's. However, in the event that we will have a student with these challenges, we would meet it with the same principled and subjective strategies that we afford every student in our school. It is difficult to make blanket statements about curricula and materials when we are speaking hypothetically. Nonetheless, these would be our considerations: Grade level, first language, literacy in L1, type of disability, level of English proficiency, personal strengths, weaknesses and preferences, individual personality and learning style. After describing these qualities we would have a plan to challenge and advance the student using materials such as texts, work books, trade books computer applications, reading programs, reading cards, learning games, mathematics, and literacy connections, manipulatives, realia, t.p.r, picture dictionaries, books on tape and teacher created materials.

7. Our school staff works together to ensure that all students are receiving outside services during the least disruptive times and are pulled so that they do not miss one subject continuously. Outside services always support the learning and curriculum of the general education classroom, helping to reinforce content, skills and curricula. Through on-going articulation and communication, the proper balance and exchange between general education classroom instruction and outside servicing and remediation is measured and adjusted. It is an ongoing process.

### Courses Taught in Languages Other than English ⓘ

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

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

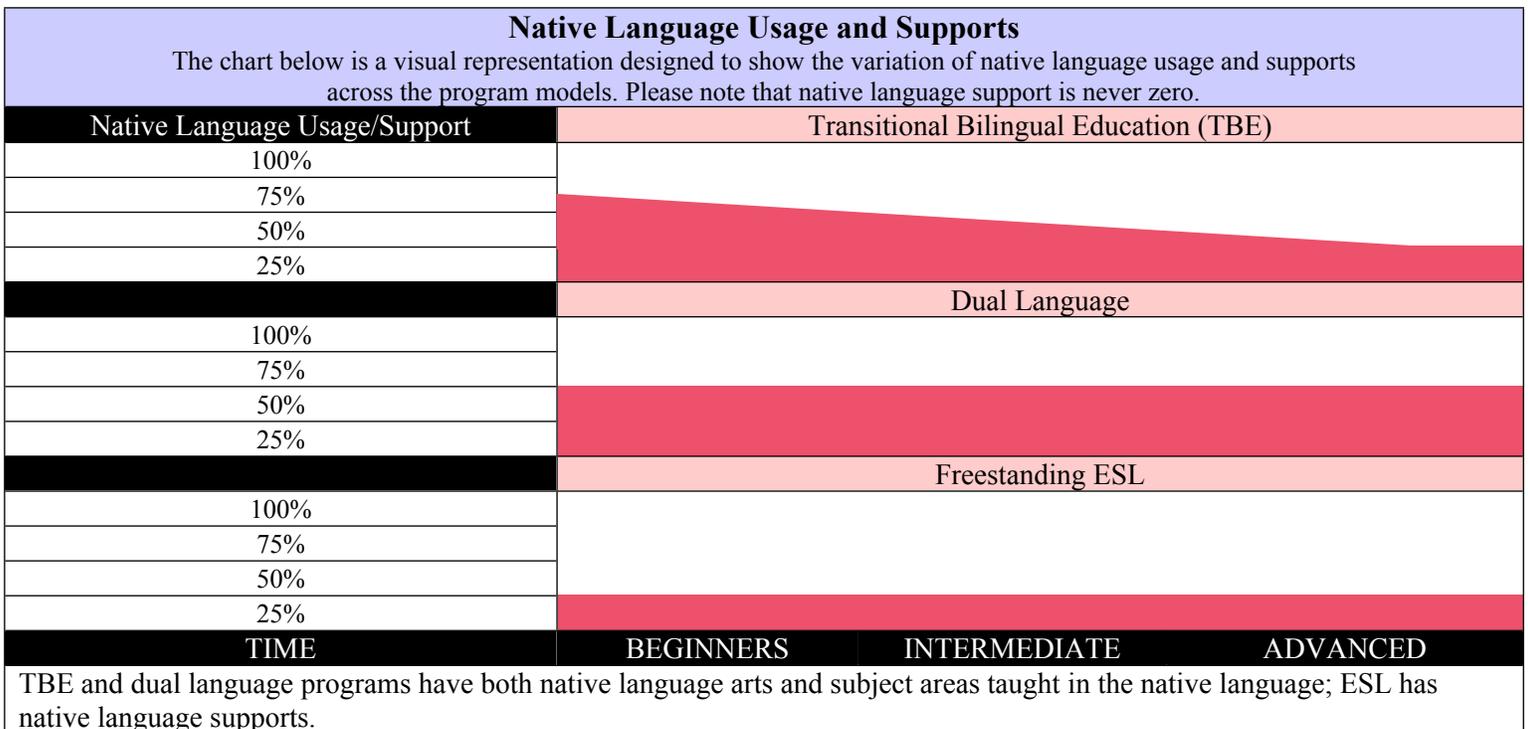
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here. All PS/MS 124Q supplemental services are available and accessible for our ELL students. Most of our ELL students in third grade and above are enrolled in Extended Day. Many attend after school AIS programs as well as Saturday Academy. During the regular school day, reading and math coaches as well as classroom teachers service many of our third to sixth grade students during a PD. First and second grade ELL students are pulled out for phonics and Wilson programs during the regular school day, as needed. All our instruction is in the target language, which is English.

9. PS/MS 124Q is fortunate in that many of our students attain proficiency while enrolled here. After proficiency is met, as determined by the NYSESLAT exam, students are closely monitored for any continued need or weakness. An ongoing dialogue persists between the ESL teacher, other support service providers, the classroom teacher and the student. Should the student require any further ESL support, it is accommodated.

10. At this time the supplemental program is through Study Island an interactive computer program in ESL and math. All students are assigned an instructional learning path to follow to support their academic progress.

11. There are no plans at this time to add or remove any supplemental programs.

12. The ELL students participate in the Extended Day model for five days per week. The students are provided language development through the Kaleidoscope SRA program. The program develops students phonemic awareness, sight vocabulary, fluency and impacts on reading comprehension. The students also participate in the AIS Afterschool Academy on Tuesday-Thursday from 3:00-4:30 providing support in literacy and mathematics. The program model is small group and is provided by an ESL/Reading certified teacher. 13. The ESL lab as well as every classroom is a print-rich environment, suffused with books, posters, labels and sentence strips. Some classrooms utilize specialized computer programs for ELLs. The ESL lab has a take-home library containing a variety of trade books. For classroom instruction we have workbooks (MacMillan) textbooks "Into English" (Prentice Hall) and "ESL" (Steck-Vaughan). There are numerous other supplementary workbooks for grammar, sentence structure, reading comprehension, main idea, etc. There is also a healthy stock of big books for guided and shared reading instruction. Many trade books are on hand for independent reading or for reading in pairs. ELL students are taught using a variety of tools" Flash cards, vocabulary cards, textbooks, story omnibuses, trade books, workbooks, grammar books, picture dictionaries, coach books, skills target books, Leap Frog, learning games, realia, arts and crafts, discovery techniques and books on tape. All tools are subject to the primary goal of stimulating language, sustaining discussion and expanding vocabulary through meaningful experience.

14. There is no formal native language support other than the buddy system. We do have personnel who speak many of the languages represented by our ELL students; ex. Haitian Creole, Urdu, Punjabi, and Spanish.

15. All services and classroom materials are age and skill appropriate.

16. PS/MS 124Q offers summer school during July and part of August. Should a new student be enrolled prior to this for the upcoming school year, we encourage his family to visit during the summer. At that time, we take them on a tour of the building and grounds and answer any questions they may have. We give them Core Curriculum materials designed for parents and depending on the child's age and temperament we sit him with a class for an activity, a snack, or a game.

17. The only language our ELL students elect is English.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

### C. Schools with Dual Language Programs

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

experiences and exchanging ideas is a fruitful resource for teachers in assisting ELLs. The LAP team encourages making as much opportunity for this within the school calendar and weekly schedule as possible. All teachers of ELL students have received at least 7.5 hours of mandatory instruction in ESL techniques and practices, either through college coursework, workshops or seminars.

2. Because we have our own Middle School, transitioning to this level for our students is almost seamless. If a student appears to need some support, we will provide whatever counseling; tutoring or organizing the student needs to succeed. Again, this is a case-by-case application. As students get ready to move on to high school, we guide them and their parents in making intelligent choices regarding their school application and the direction of their education, helping them to focus their goals in order to maximize their potential for success after they leave us.

3. The 7.5 hours of ELL training for all staff includes: 3 hours of seminars, 1 ½ hours of ESL instruction observations, 1 ½ hours of practical ESL instruction using ESL developmental lessons and goals, and finally, 1 ½ hours of academics which may include: reading and reviewing articles or books in ESL or ELL related matters, modifying lesson plans to accommodate ELL needs and goals, viewing taped seminars or films on related subjects.

Through careful coordination, cooperation and active articulation between all members of the PS/MS 124 staff, we are confident that an ambitious, supportive and flexible learning experience is being provided for all our ELLs, no matter their level, natural abilities or background. We are committed to achievement for everyone of our English Language Learners.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. The parent community is offered a myriad of Core Knowledge workshops and inter-active professional develop to support their child(ren) academic and social, emotional development. The workshop design includes: Literacy through Core Knowledge; Math for the Real World;

Science Exploration: Homework Hepl; Test Prep Model; partnership with the Brooklyn Museum; workshops through trips where the parent and students can learn and experience together providing support for the instructional program. The school holds monthly theme nights focusing on an art/literacy activity. Parents and students work together and provide a network of support for each-other.

2. The school partners with the organization Partnership with Children which provides parenting workshops for the parents. In addition they providesupport in assimilation into the culture through home visits and weekly counseling support sessions.

3. The parents are provided with a needs assessment in their translated language to ascertain what support they desire. Parent/student meetings are also conducted to determine what academic support the school can provide: (ie) Homework helper program.

4. The parent involvement activites are aligned to the social, emotional and community needs as identified by the parents. The parent workshops and Theme Nights directly targeted the requests of the parents.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3	1		1			1						8
Intermediate(I)	2				1		1	1						5
Advanced (A)	5	2	2	2	1	3		1						16
Total	9	5	3	2	3	3	1	3	0	0	0	0	0	29

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>		2	2	2	1	3		1					
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		2			2
5		3			3
6		1			1
7		2			2
8		0			0
NYSAA Bilingual Spe Ed		0			0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2						2
4			2						2
5			3						3
6			1						1
7			2						2
8			0						0
NYSAA Bilingual Spe Ed			0						0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. PS/MS 124Q administers the ECLAS to all students in grades K-3 who have not yet attained a level 8. We find that the ECLAS to be a reliable tool in evaluating a student's phonemic awareness, word attack skills, blending abilities, decoding, reading fluency, and comprehension. All new students, regardless of their Li are administered to ECLAS.

This information is very useful, especially for students who do have some English, even if it is limited. We are able to target exactly what areas are strong and what are not. For example, some students are enrolled with excellent decoding and word attach skills, but have no comprehension. Therefore, we need to create mere immersion and language usage opportunities for this student, not more seat work. Older students are administered interim assessments which show us how they are progressing in 3 modalities: listening, writing and ready. By analyzing this data, we can see what progress is or is not being made. This is especially important as students approach proficiency. When students continue in the program, some may reach a plateau and it is important to look deeper to discern exactly what may be blocking their progress. At this point, intense grammar lessons or target skill lessons may be called for.

2. LAB-R data gives a snapshot into the student's English abilities upon entering our school system. As it is never repeated, it can only serve as a starting platform. It will reveal the level of fluency and comfort a child possesses in English at that moment in time. Again, based this gauge, the instruction can target specific areas such as verbal fluency, vocabulary, or reading and writing skills.

The NYSSSESLAT provides information on four modalities, including speaking and is repeated every spring, thus offering us a basis for comparison. NYSESLAT scores reveal to us if any progress has been made in this students English abilities. We can also track if our students are weak in any particular area by grade or level, and add more support to that modality on skill.

3. When making unit plans for each level, it is important to always include tasks that target the needs of the students in that class. For example, if reading is an area of weakness, more reading comprehension pieces should be represented in that unit. If writing is the weakest area, then the unit should incorporate more writing related tasks.

4. a) By examining student tests results we can see that some students perform well on the NYSESLAT but are having difficulty with the ELA. This indicates a need for more stringent lessons in reading comprehensions well as writing and grammar forms.

There was no apparent significant advantage to native language tests as per the data.

b) At PS/MS 124Q, the periodic assessment results are used by classroom and ESL to inform about need areas, to confirm or challenge what we are seeing in student daily class work, and to assist us in creating lesson modifications and homework assignments to target the specific learning needs of the student.

c) By administering Periodic Assessments, we have learned that listening is an area that is under emphasized in classroom lesson structures and should be targeted more frequently.

5. N/A

6. We evaluate our ESL program by monitoring, not only the academic progress of our ELLs, but t heir adjustment into the school community. We see if they are making friends, if they seem happy, if they are using their new language and vocabulary with their peers, and if they are thriving on a human and individual level. Probably, the most important questions is this: How are students faring once they

## Additional Information

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

Paste additional information here

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

## B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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2. LAB-R data gives a snapshot into the student's English abilities upon entering our school system. As it is never repeated, it can only serve as a starting platform. It will reveal the level of fluency and comfort a child possesses in English at that moment in time. Again, based this gauge, the instruction can target specific areas such as verbal fluency, vocabulary, or reading and writing skills.

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3. When making unit plans for each level, it is important to always include tasks that target the needs of the students in that class. For example, if reading is an area of weakness, more reading comprehension pieces should be represented in that unit. If writing is the weakest

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q124      **School Name:** Osmond A. Church

**Cluster:** 531      **Network:** CEI-PEA

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

**Part A: Needs Assessment Findings**

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

The following steps are followed:

- Review the Home Language Survey for languages spoken at home and develop a master list of translations needed per class and per grade.
- Interview and survey parents at parent orientations for needs of oral and written translations noting their preferences which is then noted by the office staff and teachers..
- Check ATS and cumulative folders for language codes and languages spoken by parents.
- Have parents select the language for communication at the opening "Meet The Teacher Night" conducted the fifth day of school.
- Enlist teachers, school aids, and parent volunteers for translation service.
- Post bilingual signs in the lobby for parents to seek help with translations.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

- Languages spoken by the parents include Spanish, Punjabi, Urdu, Italian and Arabic.
- Teacher surveys culling languages parents want communication in are shared through data collection and a report issued to all staff so they are aware of the translations needed.
- The school provides the oral and written translation service concerning the languages and parents above through support from the Translation and Interpretation Unit and supported through materials provided on DOE websites they are translated in the appropriate languages.
- Findings of translation needs and resources are updated monthly to the staff.

## Part B: Strategies and Activities

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

The school provides written translations to parents, when required and requested. Our Learning Environment Survey indicate we meet the translation needs of our parents. If new needs arise that we are unable to address, external agencies are hired to provide translation services.

Following are the steps implemented to support translation services:

- Provide ESL parents with Parents Guide in both English and their languages
- Parents also received Bill of Parents Rights and Responsibilities in identified language services.
- HLIS forms in bilingual forms were used.
- Parents Survey and Program Selection in bilingual versions were used.
- Service notices in different language forms went out to the ELLs parents.
- Orientation and other notices in translated versions were also sent to ELL parents.
- To ensure timely provision of translation documents and forms in translations are kept on file

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

The school provides oral translations for parents as indicated on the HLS and direct communication with the parent. Instances of oral translations are listed below:

- At parent orientation the pedagogues on staff who speak the designated languages provide translations
- At parent workshop oral translations in Spanish, Urdu, Arabic, Punjabi by teachers and supported by parent volunteers.
- At parent-teacher conferences parents receive translation through the online Translation and Interpretation Unit and staff volunteers.
- The school translation team supplemented by outside agency translators provides oral translations for parents.
- Parent coordinator assist by getting a parent translator team to contact parents.

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

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services:

- Parents receive the Parents Bill of Rights and Responsibilities in different languages.
- Translation of Covered Languages signs have been posted in the lobby.
- When parents/guardians enter the building there is a sign at the security desk where they can indicate the language they speak. Security notifies the main office that a parent is coming up with a pass and indicates if a translator is needed noting the language. The secretary, Ms. Rodriguez notifies the appropriate staff to report to the office to assist in translation.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/MS 124Q	DBN: 27Q124
Cluster Leader: D. Moldanato	Network Leader: Joseph Blaize
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: Tutoring
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input 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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 5

### 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:

The program design of direct instruction for the ELL in all subgroup population is taught in English and revolves around the Core Knowledge scientifically research based program for grades K-8. All of the students are in targeted tiered groups developed in alignment with their instructional needs in ELA, math and writing. All identified students are served in support programs which include Kaleidoscope by SRA; Leaptract, Foundations and the Wilson Program. The programs are implemented by content specialists in ELA and math. Grouping is fluid and targeted achievement is noted by six week benchmarks which chart students growth within and between groups. ESL students are seen in groups of 3-5, four times a week for 45 minutes per session. All identified ESL students, in all subgroup populations commencing in January 2012 receive one to one or small group tutoring for 45 minutes per week with content specialists in ELA/Math/or writing. Additionally, there is an After-School Academy (November 2 - June 12, 2012) which runs Tuesday's and Thursday's from 3:00 to 4:30 providing intervention in literacy, math, social studies and science which is taught by a certified reading/ESL teacher. Commencing January 7, 2012-June, 2012 all identified ESL students will participate in a Saturday Language Acquisition Academy from 9:00-12:00. The focus of the program targets ELA and math skills development.

### Part C: Professional Development

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

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

Begin description here:

Professional development is contingiously linked to the schoolwide Core Knowledge instructional initiative coupled with ELL and RTI strategies. Monthly workshops are conducted by the ESL teacher MS. Lindman, content specialists Heather Sussman, Gloria Farley, Swang Hwang, Doreen Tipiere N.Sally-Harris and the Core Knowledge Facilitator Judy Lefante. The entire staff is to receive training to support all ESL students.

Workshops cover a myriad of topics to support the identified needs of the students and are infused within the monthly workshops:

- Core Knowledge Sequences conducted on Common Preps, grade specific twice a month, the second and fourth week.
- Leaptrack Program: All teachers are trained in this program. Data analysis and learning path overview is reviewed the last Thursday of every month.:
- Wilson and the Foundations Program: All teachers assigned to ESL students are trained in these

### Part C: Professional Development

programs.

September and October: regulations and mandates regarding the bilingual/ESL program, parental involvement cultural awareness, HLIS and LAB-R, getting ready for the new-comers.

November and December: Second language acquisition, the State Learning Standards and test policies, ESL methodologies and materials.

January and February: Differentiated instruction for the ELLs, teaching reading to newcomers, challenges in learning to read and to write technologies in the classroom.

March and April: Helping ELLs in the content areas, teaching math concepts and vocabulary, teaching math to newcomers and students in needs (differentiated planning and instruction)

May and June: NYSESLAT, tests and promotional policies, ATS reports and data for ELLS.

### 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:

It is essential to assimilate the parents of ESL students into the instructional framework of PS/MS 124 coupled with legal mandates. The ESL teacher Gail Lindman, Core Facilitator Judy Lefante and our content specialists, Doreen Tipiere, Heather Sussman and Ms. Hwang conduct the following spiraled workshops.

The parent involvement activities revolve around the Theme Night design. Every third Thursday of each month the school conducts a Theme Night which aligns to the literacy initiative of the month. The focus targets all of the literary item skills (i.e. main idea, predictions, sequencing etc.) The parents and students who attend are provided with activities and a book in their native language to increase parental involvement through reading and reinforce the theme of the month.

A tentative calendar of workshops is provided below.

- September and October: Parent orientations, regulations and parents' rights , HLIS and LAB-R
- November and December: Core Knowledge-Exploration of the strands through activity support.
- January and February: Core Knowledge literacy connection
- March and April: Helping children at home in math, concepts and vocabulary, real life math.
- May and June: NYSESLAT, tests and promotional policies, preparing for standardized tests.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6300.	After-school ESL Academy Tues., Wed., & Thurs. 3:00-4:30 ( 126 sessions 10/31-6/15.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$6799.	Library Collections Knowledge Industries  O'Rourke dual language back-pack libraries for home/school connection Spanish, Urdu, Hindi and Arabic
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	