



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
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	
David Lisnitzer	*UFT Chapter Leader or Designee	
Debbie Capuano Ilene Lamana	*PA/PTA President or Designated Co-President	
Cynthia Lapsley	DC 37 Representative, if applicable	
Purnadevi Beharry	Member/Prent	
Candy Phillips Manswell	Member/Parent	
Judy Lefante	Member/Teacher	
Sheva Harris	Member/ English/MS	
Gloria Farley	Member/Reading Teacher	
Claudia Patronoiu	Member/Teacher/ G&T	
Fran Sarno	Member/Parent	
Assunta Soldano	Member/Parent	
Abigail Hooper	Member/Parent	

Overall Comprehensive Needs Assessment for Goals

Progress Report Analysis 2011/2012

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

Learning Environment Survey (12.2% out of 15)

- Information culled from the parent/guardian responses indicated while they were satisfied with the academic expectations (8.7 out of 10); communication (8.1 out of 10); safety/respect (8.2 out of 10); and engagement (8.3 out of 10), analysis of the collective data indicates there is a need for continued improvement. The key parent involvement areas identified through further evaluation and school parent surveys indicated there is a need for more parent workshops in the Common Core Standards, revised testing model in ELA and math, the Core Knowledge instructional model that are differentiated and aligned to the students' learning path, identified student goals and multiple intelligence learning styles. Additional communication through parent school newsletters targeting instructional support strategies are an essential components to students' academic achievements.
- 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, anti-bullying strategies 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 PS/MS 124 student's overall progress in ELA on the 2012 NYS exam indicated that 62.5% were at level 3 or 4. The peer schools results indicated 54.4% were at level 3 or 4; the city-wide comparison indicated that 44.8% were at level 3 or 4.
- Information culled noted that the PS/MS 124 student's overall progress in math on the 2012 NYS exam indicated that 78.5% were at level 3 or 4. The peer schools results indicated 70.2% were at level 3 or 4; The city-wide comparison indicated that 57.8% were at level 3 or 4.
- Grade 3 this year's grade 4 indicates there is a need for addition test sophistication instruction in ELA and math problem-solving
- The redesign of the standardized tests indicates that there will be a negative correction in the 2013 results based on the higher order questioning and analytical reasoning embedded within the testing framework.
- 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.
- The NYS teacher evaluation analysis released by the New York State Ed. Department indicated that all teachers in grades 4-8 testing students in ELA or math were identified as "Effective " or "Highly Effective."

Analysis of the Quality Review Self-Evaluation and Formal Quality Review indicated: (No additional review was conducted in 2012)

- The school was designated as "Well-developed", yet the school community sees itself as a continuous work in progress. The new focus for this 2012/2013 is expansion of the Instructional Rounds aligned to looking at student work through the writing model. The Charlotte Danielson's *Framework for Teaching model* is utilized for teacher self and group observations during the rounds. 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.
- Expansion of the model includes incorporation the Common Core Learning shifts in ELA/Literacy. The shifts include focus on the following in ELA; Shift- 1 K-5-Balancing informational and literary text; Shift 2-grades 6-8-Building knowledge in the disciplines; Shift 3- Staircase of complexity; Shift 4-text based answers; Shift 5-writing from a variety of sources; Shift 6-academic vocabulary.

- Expansion of the model includes incorporation the Common Core Learning shifts in math. The shifts include focus on the following: Focus; coherence; fluency; deep understanding; applications; dual intensity(extending application of knowledge).
- Extension of students' awareness of their instructional strengths and weaknesses in reading, math, writing, social studies and science through developing 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 project-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." This remains a challenge based on budget restrictions and fiscal concerns of agencies.
- "Develop stronger systems to evaluate the effectiveness of teacher teams based on the analysis of data so that adjustments improve student outcomes." (This is being directly addressed through the development of teacher's goals and objectives to improve their practice as educators.

Inquiry Team Focus and Analysis 2012/2013

- Analysis of reading and writing data from the 2011/2012 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 math, art and social studies supported by individual student and peer analysis.

Teacher Team Focus

- Expansion of and additional development of the Common Core Tasks targeting ELA through social studies, science and art; Math through science, technology and art.

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.
- Need for increased Project-based learning to include Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives in content knowledge assimilation.

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The greatest accomplishments over the last few years have been:

- Sustained sequential development of integration of the CCSS instructional shifts
- 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. All classes are trained in Peer Mediation and Anti-Bullying

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 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%.

ELA/Literacy Needs Assessment data analysis identified the following:

Grade K:

The data analyzed to determine the 118 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's 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
- RTI program implementation for identified students supplemented four hour instructional Academy on Saturday. October-June.

Grade 1

The data analyzed to determine the 135 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 tiered support for pre-emergent, emergent readers and fluent reader,

For the accelerated classes the findings indicated 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 flexible literacy block.

For the remaining 1st grade classes identified needs to review targets the following:

- Basic phonemic awareness, listening comprehension, and reading comprehension utilizing *Open Court* and leveled Core Knowledge topic specific tiered literature.
- Developing sight vocabulary words and content specific vocabulary

- 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
- All students enrolled in the Extended Day Program homework support model
- *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.
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday. October – June 2012

Grade 2

The data analyzed to determine the needs of the 121 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 all students in the Extended Day Program, for an additional 100 minutes of weekly instruction
- AIS and After-school Academy for identified tier 2 and tier 3 students
- *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.
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday October – June 2013

Grade 3

The data analyzed to determine the needs of the 141 students in the target population was the fall *ECLAS 2*, *Open Court Assessments and Predictor Reading*, *Star 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 25 students tested in tier 1; 63 in tier 2; and 53 students in the tier 3/4 range.
- *Star Reading* data indicated Level 1 10%; level 2 35%; level 3 49% and level 4, 6%.
- The December *ELA ITA* results indicated 46% of students fell into tier 1/2 range. Students in the tier 3/4 range was 54%.
- 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 141 students, 96 need additional support in persuasive writing, and 45 continued focus on in-depth narrative writing. All students needed additional skills development in writing sequential content specific information

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- 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
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday

Grade 4

Of the 146 grade 4 student data culled based on their individualized learning paths which delineates targeted learning goals, September, *Reading Predictor/Options*, *Star Reading*, *ELA /ITA* and monthly writing samples indicates the following:

- September *Reading Predictor/Options* indicated 32 students tested in tier 1, 87 in tier 2, and 27 in tier 3/4
- *Star Reading* data indicated Level 1, 1%; level 2, 34%; level 3, 62% and level 4, 3%.
- The December *ELA /ITA*, results indicated 56.9% of students fell into tier 1/2 range. Students in the 3/4 range were 43.1%.
- Writing sample review to date of five published essays per student shows evidence of improved grammar usage skills development. Of the 146 students all need additional support in sequential developmental writing in non-fiction.

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- 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.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Sight-word flashcard content vocabulary development.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- 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
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday October – June 2013

Grade 5

Of the 168 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 39 students tested in tier 1; 82 in tier 2; and 47 students in the tier 3/4 range.
- *Star Reading* data indicated Level 1, 1%; level 2, 30%; level 3, 64% and level 4, 6%.
- The December *ELA /ITA* results indicated 65% of students fell into tier1/2 range. Students in the tier 3/4 range were 35%.
- 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 168 students, 76 students need additional Support in persuasive writing, and 92 students continued focus on in-depth narrative writing.

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- 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.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Sight-word flashcard content vocabulary development through all Core Knowledge strands
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- 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
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday

Grade 6

Of the 174 grade 6 students data culled based on their individualized learning paths which delineates targeted learning goals, September *Reading Predictor/Options*, *Renaissance Star Reading*, *ELA /ITA* and monthly writing samples, the student achievement to date indicates the following:

- September *Reading Predictor/Options* indicated 36 students tested on tier 1, 97 in tier 2 and 41 in tier 3/4.
- *Star Reading* data indicated Level 1, 2%; level 2, 40%; level 3, 56% and level 4, 2%.
- The December *ELA /ITA* results indicated 41.9% % of students fell into the tier 1/2 range; students in tier 3/4 range were 59.1%%.
- 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.

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional Tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- 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.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Instruction and tasks where students are challenged to develop proposals, solutions that span differences in perspective and target relevant problems
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- 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
- Academic Success Academy for all tier 1,2 and 3 students

Grade 7

Of the 136 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 21 students tier 1, 54 students tested in tier 2, 30 in tier 3 and 26 in tier 4.
- *Star Reading* data indicated Level 1, 1%; level 2, 40%; level 3, 59% and level 4, 1%.
- The December *ELA /ITA* results indication 46.5% of the students fell into the tier 1/2 range. Students in the 3/4 range were 54.5%.

- 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.

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- 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.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- 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
- Increased four hour instructional Academy on Saturday

Grade 8

Of the 121 grade 8 students data culled based on their individualized learning path which delineates targeted learning goals, *September Reading Predictor/Options*, *Renaissance Star Reading*, *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, 53 in tier 2 and 58 in tier 3/4.
- *Star Reading* data indicated Level 1, 3%; level 2, 52%; level 3, 44% and level 4, 2%.
- The December *ELA /ITA* results indicated 10% in tier 1, 2 5.3% tier 2 ranges. Students in tier 3/4 range were 63.7%.
- 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.

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

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas

- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- 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.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- 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
- Regents classes before school and Saturday Academy classes.

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. All students attend Extended Day sessions on Monday-Tuesday from 2:20-3:10 , AIS Academy Monday,Tuesday, Wednesday and Thursday for 1hour 30 minutes from October – June 2013; Saturday Academy 8:30-12:30 commencing October 2012- June 2013.

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. Core Knowledge Tasks Kindergarten-Continents; Grade 1-Artists;Grade2-Westward Expansion; Grade 3-Native Americans; Grade 4-Medieval Europe; Grade 5-Westward Expansion before the Civil War; Grade 6-Immigration, Industrialization & Urbanization; Grades 7 & 8 Literature Historical Fiction vs. Informational
5. *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
6. *Study Island* for spiraled enrichment

7. 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
8. Standard based grade appropriate rubric graded student reading contract portfolios aligned to the *Young Scholars Program and Imagine It*
9. Targeted individualized learning paths in grades 3, 4, and 5 through instruction with the *Imagine It Series* targeting the students in the lowest third.
10. Grade specific inquiry work on strategies for effective vocabulary development targeting assimilation and application.
11. Weekly instruction targeting conventions of spelling in written assignments

Vocabulary program targeting the following:

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

Writing Process

19. Monthly essays targeting a personal reaction to experiences, events, and observations in science and/or social studies
20. Standard based rubric graded student writing portfolios targeting monthly genres and writing samples.
21. Standard based rubric graded student writing targeting monthly content writing samples
22. 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.
23. 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
24. Item skills the day “DO Now” Grades 1-8 targeting main idea, predictions, figurative language, compare and contrast, & inference.
25. Differentiated learning paths for students After-school and Saturday Academy
26. Small group tutoring three times a week for identified students for immediate intervention.
27. Small group tutoring three times a week for identified students for tiered remediation.
28. 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.)
29. 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.
30. 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.
31. Grammar initiative grades K-8 through *English* by Harcourt
32. Vocabulary development program through *Word Explorer*
33. Monthly assessments utilizing Massachusetts state tests to build stamina.
34. 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.
35. 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.
36. 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.

37. 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.*
38. Purpose Driven Assessment Models inclusive of Performance-based, Goal-Referenced and Norm Referenced. Assessments enhanced through Project-Based Learning.
39. 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.
40. Integrated curriculum ELA instructional streams and use of additional support staff for small group differentiated instruction in all curriculum areas.
41. Flexible scheduling of funds inclusive of Contract for Excellence for After-school Academy Classes Tuesday-Thursday and Saturday, October to April.
42. 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.
43. 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.
44. 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

- 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)

- 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

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

- 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 ESL 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

By June 2013, the math performance of sub-group populations for grades 4-8 will show evidence of a 2% increase of the growth percentile rate in assimilation of the math CCSS.

Comprehensive needs assessment

Kindergarten

Of the 118 Kindergarten students an analysis of data from a variety of tiered tasks, including *Harcourt Math and Go Math* portfolio tasks, 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 34 students, Level 2 – Approaching standard 52 students, Level 3 – Meeting standard 24 students, and Level 4 – Exceeding standard 10 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 18 students, Level 2 – Approaching standard 50 students, Level 3 – Meeting standard 40 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 135 grade 1 students an analysis of math data from a variety of tiered tasks, including *Harcourt Math/Go Math* portfolio tasks, pretests, formative classroom assessments and academic software data indicated areas requiring additional academic support. Data culled from the benchmark assessments indicates the following performance levels for Grade 1 in the concept of Measurement: tier 1/35 students; tier 2/71 students; tier 3/27 students; tier 4/ 4 students. Additionally, data from the same source reveals the following performance levels in the concept of patterns: tier 1/ 18 students; tier 2/47 students; tier 3/35 students; tier 4/35 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/13 students; tier 2/31 students; tier 3/62 students; tier 4/ 29 students and the following results in Number Sense: tier 1/ 10 students; tier 2/55 students; tier 3/ 45 students; tier 4/25 students. *Harcourt Math and Go 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 121 grade 2 students and analysis of math data from a variety of tasks including *Harcourt Math / Go 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 1/21 students; tier 2/45 students; tier 3/30 students; tier 4/ 25 students. Additionally, data from the same source reveals the following performance levels in the concept of Patterns: tier 1/ 15 students; tier 2/34 students; tier 3/56 students; tier 4/16 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/14 students; tier 2/22 students; tier 3/54 students; tier 4/ 31 students and the following results in Number Sense: tier 1/ 10 students; tier 2/42 students; tier 3/ 54 students; tier 4/28 students.

Grade 3

Of the 141 grade 3 students an analysis of math data from a variety of sources including *Harcourt Math* and *Go Math* portfolio tasks, pretests, and formative assessments indicated areas requiring additional academic support. Additional data culled from citywide ITAs is as follows: ITA #1: tier 1/26; tier 2/54; tier 3/50; tier 4/11. ITA#2: tier1/2; tier 2/6; tier 3/34; tier 4/107. While the students showed growth from ITA #1 in comparison to the benchmark unit tests 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 146 grade 4 students' data culled based on the math item skills rubric, September *Math Predictor/Options*, December *Math/ITA*, *Focus Math* and *Harcourt Math*, *Go Math* and portfolio tasks the data indicates the following:

- September *Math Predictor/Option* tier 1 /26 students; tier 2/44 students, tier 3/63 students & tier 4/ 23 students.
- *Harcourt Math /Go Math* spiraled benchmarks indicates to date tier 1/16; tier2/60; tier3/34; tier 4/36
- The December *Math/ITA*, results indicated results indicated in tier 1 /16 students; tier 2/ 53 students, tier 3/41 students & tier 4/ 46students..
- *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 68.3% of the students in all populations attained their targeted learning goal for this program design to date.
- Portfolio benchmark assessments indicated that 83.2% 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 168 grade 5 students' data culled based on the math item skills rubric, September, *Math Predictor/Options*, December/ *Math/ITA*, *Focus Math* and *Harcourt Math /Go Math* portfolio tasks the data indicates the following:

- September *Math Predictor/Option* tier 1 /45 students; tier 2/65 students; tier 3/49 students & tier 4 /19 students
- *Harcourt Math /Go Math* spiraled benchmarks indicates to date tier 1/36; tier2/60; tier3/54; tier 4/18.
- The December *Math/ITA*, results indicated in tier 1 /21 students; tier 2/74 students, tier 3/ 45 students & tier 4/28students.
- *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 69.1% of the students in all populations attained their targeted learning goal for this program design to date.
- Portfolio benchmark assessments indicated that 77.2% 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 86.3% of the students' attained mastery on spiraled topics. The remainder of the students provided remediation intervention.

Grade 6

Of the 174 grade 6 students' data culled based on the math item skills rubric, September, *Math Predictor/Options*, December *Math/ITA*, *Focus Math* and *Harcourt Math /Go Math* portfolio tasks the data indicates the following:

- September *Math Predictor/Option* tier 1 /38 students; tier 2/72 students; tier 3/40 students & tier 4/24 students.
- *Harcourt Math /Go Math* spiraled benchmarks indicates to date tier 1/23; tier 2/77; tier 3/64; tier 4/10.
- The December *Math/ITA*, results indicated in tier 1 /37 students; tier 2/73 students, tier 3/45 students & tier 4/19 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 79.3% 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 aligned to the CCSS in math,. After the re-teach 87.8% of the students attained mastery. The remainder of the students provided remediation services.

Grade 7

Of the 136 grade 7 students' data culled based on the math item skills rubric, September, *Math Predictor/Options*, December *Math/ITA*, and *Harcourt Math /Go Math* portfolio tasks the student's achievement to date indicates the following:

- September *Math Predictor/Option* - tier 1 /35 students; tier 2/47 students; tier 3/28 students & tier 4/26 students.
- The December *Math/ITA*, results indicated in tier 1 /21 students; tier 2/69 students, tier 3/36 students & tier 4/10 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 82.4% 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 87.9% attained mastery on topics to date. The remainder of the students provided remediation services.

Grade 8

Of the 121 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 /23 students; tier 2/57 students; tier 3/34 students & tier 4/7 students.
- The December *Math/ITA*, results indicated in tier 1 /19 students; tier 2/66 students, tier 3/30 students & tier 4/6 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 results of the students individualized learning paths indicated that 81.6% 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. *Go Math* K-6 targets transition to CCSS
5. Problem of the Day student journals
6. Baseline *Measuring Up* Math Predictor to cull baseline data
7. *Focus Math*, grade specific standards strands daily based benchmark activities
8. 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.
9. Provision of appropriate instructional materials, (i.e.) CORE Knowledge classroom leveled and differentiated math libraries, *SRA Math* instructional kits, POD journals, and technology
10. 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.
11. Purpose Driven Assessment Model inclusive of Performance Based, Goal-Referenced, and Norm-Referenced.
12. Use of support staff for pull out program in math, targeting Grades 4-8.
13. Provision of AIS to include Extended day - Grades K-8, AIS academies - Gr. 3-8 (Mon., Tues., Weds., Thurs.), Saturday Academy - Grades K-8.
14. 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.
15. 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

Strategies to increase parental involvement

- 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
16. 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)

- 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

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

Annual Goal #3

By June 2013, 100% of the students in grades K-8 will apply Core Knowledge content knowledge in literacy, science, art and social studies to support in-depth content based task questions providing detailed, reasoned written responses. Teachers will develop six grade specific performance tasks aligned to the Common Core State Standards and Core Knowledge strands.

Comprehensive needs assessment

A needs assessment was conducted analyzing the Core Knowledge instructional program implemented in grades K-8 in all content areas. The analysis targeted preparing all students for academic successes developing students to be career and college ready. Based on the feedback culled the following were identified as a framework for enhanced rigorous instructional benchmarks:

- Development of lessons in all content areas where students are challenged to master essential information, concepts, and skills through informational text
- Thematic units the challenge students to work through complex issues and problems
- Development of an instructional trajectory where all identified tiers can assimilate content knowledge
- Development of units where students are encouraged to apply concepts and principles in all subject areas making real world connections
- Provide students with strategies to develop in-depth understanding
- Development of each students' consciousness of their critical and analytical thinking
- Increased involvement of students setting goals and assessing their progress through tiered unit tasks
- Increased challenges in multiple points of view
- Increasing levels of intellectual challenge within the framework of the Core Knowledge grade specific strands.

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 4, 2012.
- 2. Expo topics selected target: Kindergarten-Continents; Grade 1-Artists; Grade 2-Westward Expansion; Grade 3-Native Americans; Grade 4-Medieval Europe; Grade 5-Westward Expansion Before the Civil War; Grade 6-Immigration, Industrialization, Urbanization ; Grades 7 & 8 Literature Historical Fiction vs. Informational Text through exit projects.
- 3. Teachers will develop tiered thematic units, performance tasks, and rubrics for analysis of six student work products to include the following: Kindergarten-Antarctica(Social Studies) The Little Red Hen Meets Chicken Little (ELA); The Bremen Town Musicians (ELA); Plants (Science); Grade 1-Ancient Egypt (Social Studies); Matter (Science; Undersea Life (ELA); Aesop's Fables (ELA); Grade 2-Japan; Mountains of Myths (ELA); American Folk Tales (ELA); Insects (Science): Grade 3-A Journey Through Literature (ELA); William Tell (ELA); The Arabian Nights (ELA); Ancient Rome (Social Studies); Light and Optics (Science); Grade 4-American Revolution (Social Studies); George Washington (Social Studies); Robin Hood-Hero or Criminal? (ELA); Geological Study of the Grand Canyon (Science) Grade 5-The Renaissance (Social Studies); Leonardo da Vinci (Social Studies); The Human Body (Science); Tom Sawyer (ELA); The Bard, the Globe and a Midsummer's Night Dream (ELA); Grade 6-

Deserts (Science/Social Studies); The Prince and the Pauper (ELA); Isn't it Romantic ?(ELA); Plate Tectonics (Science); Grades 7 Literature Historical Fiction vs. Informational Text (ELA); Holocaust under the dictatorship of Adolf Hitler (Social Studies); Abraham Lincoln-Slavery Undone (Social Studies/ELA); Through the Eyes of Anne Frank (ELA); Elements (Science); Water Analysis (Science); Grade 8: Inspiring Words of the American Civil Rights Movement (Social Studies); Life with a Twist: (ELA); American Becomes a World Power (Social Studies); It's all Connected-Food Webs and Chains (Science); Rock and Roll's Impact on America (Music); Alvin Ailey's *Pilgrims of Sorrow* (Physical Education).

4. Task developed to completion for review by November 30, 2012, February 15, 2013. April 18, 2013; June 15,2013
5. Core Knowledge Expo March 15, 2013 multi-faceted task presentation
6. Teachers meet bi-monthly to assess student's on-going writing in the framework of the developed tasks.
7. Task rubrics aligned to monthly writing samples.
8. Students complete performance tasks in 2 month cycles commencing in October 2012 through June 2013
9. Analysis of data culled to develop an instructional tiered action plans from October to June.

Strategies to increase parental involvement

- 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; Anti-Bullying* 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

Annual Goal #4

By June 2013, engage 100% of the staff in Instructional Rounds and the development of Teacher Performance Reviews to improve teacher practices and student achievement.

Comprehensive needs assessment

- On September 7, 2012 the teachers took the Charlotte Danielson's *Framework for Teaching* self -assessment utilizing a 25 page rubric to analyze their professional strengths and weaknesses aligned to the four domains. T
- The teachers individually culled their responses and targeted four areas of weakness that they needed to improve on, one from each domain. The teachers then identified the specific elements of each of these components to devise a goal and measureable object to improve their practice.
- Teachers developed four goals to take them out of their comfort zone to improve their practice with the over-arching goal of improving student achievement.
- The needs assessment indicated that there was a need for PD on development Of a Teacher Performance Review plan which aligned to development of the following: Goal, measureable objective; action plan, resources, evidence.

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) time-line 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. Book study: *Framework for Teaching* by Charlotte Danielson
3. September 2012 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 2010-2012; 2011-2012.
4. Weekly meetings on common preps with grade teams to discuss the process and discuss the identified problem of practice.
5. 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.
6. 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.

7. 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.
8. Increase classroom inter-visitations weekly
9. Third cycle will target cross grade problem of practice.

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

1. September 7, 2012 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, 2012 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, 2012 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, 2013
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.
10. Individual goals will be meshed within the Instructional Rounds initiative.
11. Each teacher will conduct a case student on 3-5 specific children that fall within the tenets of their individualized action plans
12. All informal observations will revolve around the action plan s coupled with the Instructional Rounds.
13. TPR binders will be presented by June 1, 2013 for review.

Strategies to increase parental involvement

- 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)

- 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

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 level 1 and level 2 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 #5 AND ACTION PLAN

Annual Goal #5

By June 2013, 57% of the identified tier 2 students and 45% of the identified tier 3 students will show evidence of ELA academic growth of six to twelve months from the September 2012 baseline assessment in ELA.

Comprehensive needs assessment

(Refer to Goal #1 and Goal #2 for In-depth Needs Assessment)

Grade K

- The ELA baseline *ECLAS 2* and *Open Court* assessment data analyzed indicated that 46 students / tier 2 and 20 students tier/3. The instructional focus analyzed phonemic awareness and sight vocabulary related to reading readiness. The Math baseline data analyzed determined that 56 students / tier 2 and 24 tier/3 through the intervention, remediation, or re-teach through *Harcourt Math and Go Math*.

Grade 1

- The ELA baseline *ECLAS 2* and *Open Court* assessments data analyzed indicated that 53 students / tier 2 and 21 students tier/3
- The instructional focus targeted improved mastery of phonics, sight and content vocabulary linked to reading fluency to strengthen reading readiness, and tiered support for pre-emergent, emergent readers and fluent reader. The Math baseline data analyzed determined that 35 students / tier 2 and 24 tier/3 through the intervention, remediation, or re-teach through *Harcourt Math and Go Math*.

Grade 2

- The ELA baseline *ECLAS 2* and *Open Court* assessments data analyzed indicated that 31 students / tier 2 and 11 students tier/3. The analysis of the data indicated the instructional focus targets for improvement to include in content vocabulary, reading comprehensions and reading fluency. The Math baseline data analyzed determined that 31 students / tier 2 and 17 tier/3 through the intervention, remediation, or re-teach through *Harcourt Math and Go Math*.

Grade 3

- The ELA baseline *ECLAS 2* and *Open Court* assessments data analyzed indicated that 53 students / tier 2 and 31 students tier/3. The analysis of the data indicated the instructional focus targets for improvement to include in content vocabulary, item skills of main idea, prediction and sequencing. The Math baseline data analyzed determined that 45 students / tier 2 and 19 tier/3 through the intervention, remediation, or re-teach through *Harcourt Math and Go Math*.

Grade 4

- The ELA baseline *Star Reading* data analyzed indicated that 39 students / tier 2 and 28 students tier/3. The analysis of the data indicated the instructional focus targets for improvement to include in content vocabulary, item skills of inferences, prediction and compare and contrast. The Math baseline data analyzed determined that 25 students / tier 2 and 21 tier/3 through the intervention, remediation, or re-teach through *Harcourt Math and Go Math*.

Grade 5

- The ELA baseline *Star Reading* data analyzed indicated that 61 students / tier 2 and 35 students tier/3. The analysis of the data indicated the instructional focus targets for improvement to include in content vocabulary, item skills of compare and contrast, figurative language and opinion. The Math baseline data analyzed determined that 32 students / tier 2 and 29 tier/3 through the intervention, remediation, or re-teach

through *Harcourt Math and Go Math*.

- Data reports analyzed by teachers through *Star Reading* include: Screening Report; Instructional Planning Report; Core Progress Learning Progressions; Student Progress Monitoring Report

Instructional strategies/activities

Utilizing the tenets and parameters of the Response to Intervention Model following is the program design to be implemented:

1. Development of an RTI Steering committee targeting: roles of team members; RTI team meeting process; strategies to troubleshoot RTI team and teacher challenges/ September 2012
2. Review and implementation of research based interventions for RTI instructional design to include: Highly qualified Instruction by licensed teachers in the subject area.; Research based instruction through *Open Court and Core Knowledge Program*; *Star Reading Progress Monitoring*; Ongoing early intervention inclusive of 100 minutes of extended small group instruction between Monday and Tuesday; Success Academy, Saturday class 4 hours from October 2012 – June 2013
3. Develop a multi-tier model of service delivery based on the book study , *RTI in the Classroom* By Rachel Brown-Chidsey (September 2012)
4. Professional development with the school community: September 5th and November 6th. (Ongoing)
5. *Renaissance Learning* grades 1-5 baseline screening and benchmarking periodic assessments administered six times a year on the computer
6. Renaissance Progress monitoring assessments monitoring reading, vocabulary development and writing design inclusive of: general readiness, grapho-phonemic knowledge; phonemic awareness; phonics; comprehension; structural analysis; vocabulary; extended responses.
7. *ECLAS* grade K first baseline assessment in September then transition to *Renaissance Learning* assessments
8. Intervention alignment to include: student with program; instructional hierarchy; barometer to identify intensity of an intervention; development of an intervention bank (September 2012-December 2012)
9. The RTI instructional program is directly linked to the scientifically researched Core Knowledge Sequences developed by ED Hirsch in collaboration with the University of Virginia. The instructional model is aligned to all of the Common Core State Standards and the Core Knowledge content strands for literacy, inclusive of social studies, science, and math. The curriculum sequences provide a seamless, instructional program providing an equitable differentiated tiered education for the entire RTI student population. The Core Knowledge Model is based on sequential learning which is differentiated, beginning in grades K – 8. The program includes components, which when implemented provide a collaborative foundation of a core of knowledge, ensuring success of the programs' development within the school community. The Core Knowledge sequences, grade specific targets a tiered knowledge base that is spiraled overtime and sequentially developed through tiered content, intervention and remediation. The best practices model promotes connections between skills development and content which is differentiated based on students' designated learning paths. The evaluation model is multi-faceted and includes on-going summative and formative assessments in all the curriculum areas. Assessments focus on assimilation of content taught both on grade and vertically to assess RTI mastery and application. From the data gleaned each student's *Individual Learning Path* is revised to include the next benchmark targeted goals and immediate intervention which is provided in small group or one to one tutoring.
10. Resources and programs utilized include: *Young Scholars, Open Court; Harcourt Math/Go Math/ Core Knowledge Content Strand*. Tiered materials.
11. Leveled Core knowledge strand ELA/Math tasks to assess skills and content knowledge assimilation.
12. Professional development during monthly Teacher Team Meetings in Universal Design for Learning targeting: Multiple means of representation, expression and engagement within the framework of a differentiated design.
13. RTI Saturday Academy October-June Tier 2 and Tier 3 Grades K-5 (October 2012-June 2013)

Strategies to increase parental involvement

-
- 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.
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- **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; Anti-Bullying* ; 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.
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 - 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	59	46	N/A	N/A	2	0	3	2
1	69	32	N/A	N/A	5	0	5	3
2	56	37	N/A	N/A	6	0	7	5
3	74	34	N/A	N/A	15	0	12	2
4	67	41	15	28	24	0	24	31
5	58	40	15	0	32	0	15	18
6	73	53	0	0	7	0	14	1
7	61	49	18	21	5	0	9	7
8	45	39	8	13	6	0	9	12
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	<p>At risk services are provided to all students in all sub-group populations in the following approaches:</p> <ul style="list-style-type: none"> • All students grades K-8 participate in Extended Day for an additional 50 minutes Instruction provided on their individualized learning path in ELA, math, with an inter-disciplinary approach linking science and social studies. • <i>Leap Frog</i> (including ELL and SETSS) based on individual learning path design • 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. • Grades K-5 identified students receive RTI services every Saturday from Oct-June 2013 for 4 hours. All instruction in a small group setting with pull out individual services with RTI specialists • 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. <ul style="list-style-type: none"> ➤ Small Group Instruction ➤ <i>Study Island</i> ➤ Pull out design with reading specialist three 45 minute periods per week. ➤ 30 Week Cycle ➤ Periodic benchmarks administered to include <i>Foundations</i> and <i>Open Court</i> Intervention tests to reassess tier placement. ➤ Renaissance <i>Start Reading</i> benchmark growth targets three times a year September, February and May. <ul style="list-style-type: none"> • Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades 3-8 After-school Success Academy Monday – Thursday for 1hour and 15 minutes per day. <ul style="list-style-type: none"> ➤ Balanced Literacy Design aligned to Core Knowledge literacy strands in all content areas ➤ <i>Study Island</i> group and independent learning ➤ Pull Out/Push In Design for all service providers ➤ Small Group Instruction-3/45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level 2, level 3 and level 4 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Let's Read</i>, <i>Best Practices in Reading</i>; <i>ELA Measurement</i>; <i>SRA Literature and Science Self Learning Path</i></p>

<p>Mathematics</p>	<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"> ➤ Math/Literacy Connection Focus ➤ RTI math services Saturday Academy 4 hour sessions from October-June 2013. ➤ <i>Study Island</i> group and independent learning paths ➤ Skills and Conceptual Knowledge Development ➤ Pull Out/Push In Design 5 days per week for 45 minutes ➤ 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. ➤ Small Group Instruction-(3) 45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level , level 3, level 4 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Jumpstart, Math Advantage, Best Practices in Math; Math Measurement.</i></p>
<p>Science</p>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry ➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry ➤ Small Group Instruction Extended Day ➤ (2) 45 minute periods per week <p>SRA Science Exploration follows individual learning path</p>
<p>Social Studies</p>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry ➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry ➤ Small Group Instruction Extended Day ➤ (2) 45 minute periods per week <p>SRA Science Exploration follows individual learning path</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry ➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry ➤ Small Group Instruction Extended Day ➤ (2) 45 minute periods per week
<p>At-risk Services provided by the School Psychologist</p>	<p>None</p>

At-risk Services provided by the Social Worker	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.
At-risk Health-related Services	The nurse provides Asthma classes 2 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.

PARENT INVOLVEMENT POLICY (PIP)

PARENT INVOLVEMENT POLICY

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**
- **conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;**

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

- **holding an annual Title I Parent Curriculum Conference;**

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1230	Total Number of ELLs	27	ELLs as share of total student population (%)	2.20%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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
TOTAL	0													

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
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	9	5	3	2	3	3	1	3	0	0	0	0	0	29

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 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 entree 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

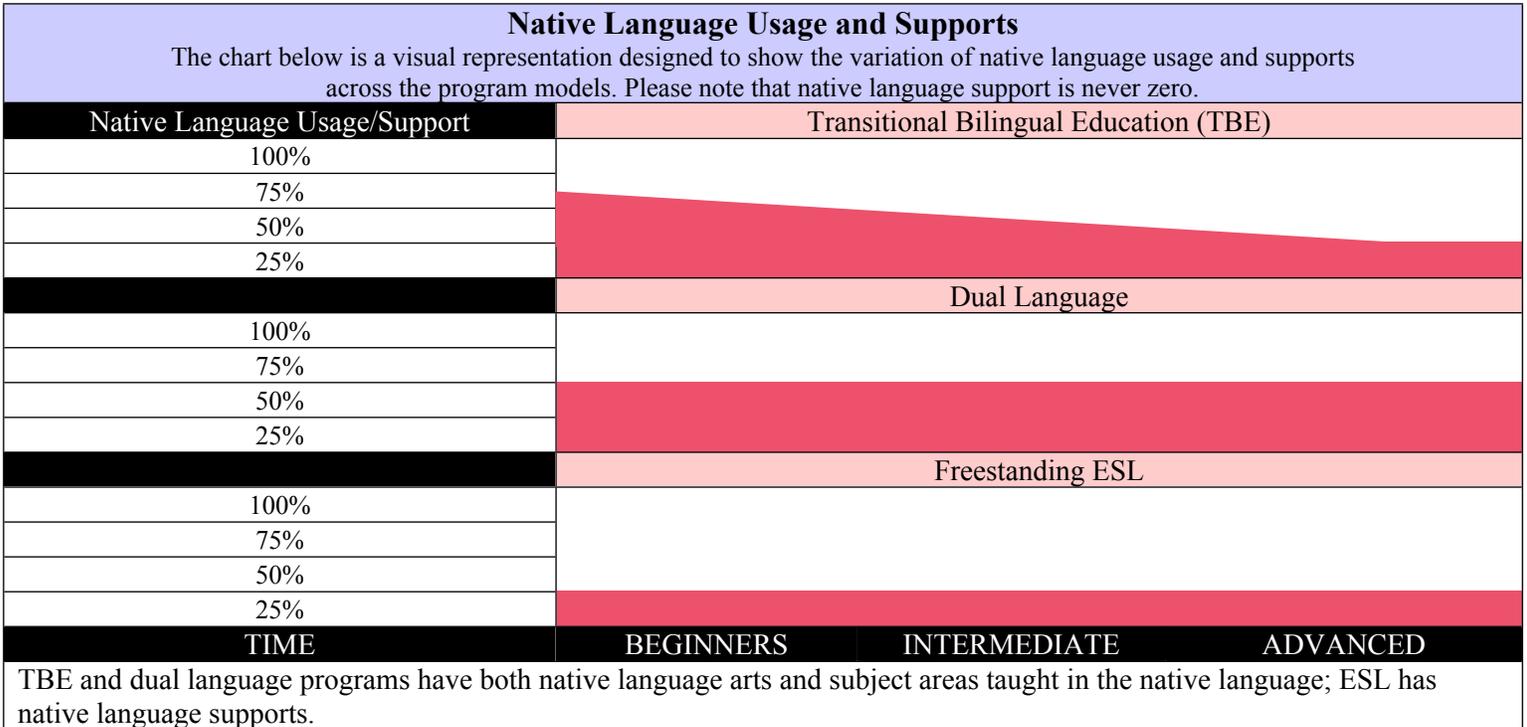
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: 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; 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?
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)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. PS/MS 124Q has an ambitious professional development calendar. All staff receives P.D. in adapting and supplementing instruction for a variety of student situations. Our professional development endeavors to address the needs of ELLs as well as other special needs students, while addressing new curriculum and goals for achievement through the Core Knowledge instructional strands. All staff serving ELLs has received instruction and direction in teaching ELLs within the mainstream classroom, in groups as well as individually. Many have university credits in this area. We take this background into account when placing our ELLs in their classes. We find that sharing 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, emothional 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 forcuing 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.

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					
	A		2	2	2	1	3		1					
	P													

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				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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

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 on this gauge, the instruction can target specific areas such as verbal fluency, vocabulary, or reading and writing skills.

The NYSESLAT 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 student's 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 or 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 test 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 as 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 their 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 question is this: How are students faring once they exit the program? Are they performing well on day-to-day assignments as well as the larger city and statewide tests? Are they involved in school activities? Are they setting their sights high regarding high school choices and potential college and career choices? What fellow students have they selected as friends? Are their habits straightforward and organized? Have they become reliable in their life practices in this English-speaking academic and achievement-oriented environment?

We are so proud of our ELL alumni. They are some of the finest examples of the PS/MS124 community. Their success is our success. It can be no other way.

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

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 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

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

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 checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input 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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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 student in all subgroup populations is conducted in English by two ESL certified teachers. The program design incorporates the Core Knowledge Program which is a scientifically researched program targeting spiraled instruction in literacy, math, science, social studies and the arts. All ELL students are in targeted tiered groups aligned to their instructional levels in ELA, math and writing.

An after school program is conducted in English by two ESL certified teachers on Monday and Tuesday from November 5, 2012 to June 11, 2013 from 3:15 - 4:30. All ESL students participate in the program in tiered classes based on their NYSESLAT levels, Beginner=II, Intermediate/8, Advanced/3. Renaissance Star Reading and math baseline assessments indicated 7 kindergarten students need beginner level 1. The program will be inclusive of the following skills development through Core knowledge:

*Role playing, readers theater and virtual field trips to provide students with the opportunity to practice listening and speaking (expressive and receptive language skills).

*Infuse skills and strategies in phonics, and structures linguistics through the Kaleidoscope Program, SRA, and Foundations targets cross curricular connection and opportunities for practice in reading comprehension.

*The after school classrooms have leveled Core Knowledge content literature on the students identified reading level. ESL teachers incorporate model lessons, guided reading groups and one on one conferencing focusing on student individual targeted goals.

*Students are provided back packs for use at home which contain dual language books to support development of vocabulary and cross comprehension.

*Math ESL intervention incorporates Harcourt Math, Reteach and Problem-solving. The supplemental intervention material are incorporated in the regular math text Harcourt and Go Math, Math manipulatives are used for hands on experiences.

*Additional materials to support the tiered program are acquired through Library Collections, Book Source, and O'Rourke dual language back-pack libraries in Spanish, Hindi, Arabic, and Punjabi.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

A comprehensive professional development program is provided for all teachers of the Title III program and ELL school program. P.D is contingiously linked to the Core Knowledge Instructional Model infused with ESL strategies and supported through RTI strategies. The ESL lead teachers and AIS support staff in Core Knowledge, reading and math confer weekly for 45 minutes to review data targeting student identified strengths and specific areas to target. To ensure that the teachers of ELL students are provided continuous professional development, monthly workshops and teacher team meetings targeting the following:

*Common Core State Standards in ELA/Math

*Differentiation of task inclusive of literacy, math, science and social studies.

*Weekly teacher team meetings on Wednesdays for 50 minutes analyzing students work.

*Teacher training is extended weekly through Instructional Rounds, intervisitation and collaborative planning sessions. The ongoing professional development targets increasing the level of instruction to impact possitiveluy on performance.

*Weekly Professional Development in spiraled topics including

****Wilson Program

****Fundation

****Core Knowledge Strands

****Harcourt Math

****Go Math

****Task Analysis

****RTI - (Response to Intervention)

****Balanced Literacy/Aligned to Core Knowledge

****Preparing Students for the NYSESLAT

Additionally, professional development for ESL teachers provided monthly through CFN 531.

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

Part D: Parental Engagement Activities

Begin description here:

PS/MS 124 is dedicated to impacting on increased parental involvement of the ELL students, parents/guardians. To this end, the Administrative Team AP Malloy and AP Alarcon; Parent Coordinator C. Lapsley; Core Facilitator Judy Lefante; AIS/RTI providers H. Hwang, G. Farley, NS Harris, D Tipiere; and ESL teachers G. Lindman and H. Sussman work collaboratively to promote parental involvement. Weekly workshops are offered for parents addressing literacy, math, Core Knowledge strands and homework help. Monthly theme nights encourage parents to work alongside their child to learn strategies to assist their child at home. The Parent Coordinator conducts ongoing outreach coordinating translations and interpretation services for our parents who do not speak English.

The parent workshops design is twofold targeting improvement in the Home/School Connection and to directly impact on assimilation of parents/guardians into the school culture. The weekly workshops times are rotated to support parents time schedules. Parental notification of workshops is contained in Core Knowledge Newsletters and the monthly school calendar. Two are held during the day from 9-10:30 and two from 6-7:30 in tandem with the PTA meetings and Theme Night.

The following are workshops for parents/guardians on a September - June rotation:

- *Components of the School Community
- *ELA literacy item skills
- *Math Challenge
- *Common Core State Standards ELA/Math
- *Homework Help
- *Instructional Initiatives
- *Parent/School Compact
- *Parent Literacy classes (1 per month)
- *Core Knowledge
- *Learning Leaders
- *Partnership with Children social service support, cultural assimilation, parent group
- *Technology Classes
- *Understanding NY State Assessments

The ESL teachers and guidance counselors, Ms. Semper and Mr. Heaton collaborate with the parents of the ELL students to prepare for the high school process. The guidance counselors and translators meet with the parents/students to review the high school application process and assist in the completion of the high school application. Transitional services for high school selections are provided through scheduled visits to high school fairs and final visit in the spring to the newly assigned high school.

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		

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.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	.	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		