

**2012-2013**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL NAME :** P.S. 38/THE GEORGE CROMWELL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R038

PRINCIPAL: EVERLIDYS ROBLES      EMAIL: EROBLES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

### 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
Everlidys Robles	Principal	
Nancy Murillo	Assistant Principal	
Mrs. Teuta Ulaj	SLT Chairperson/3 <sup>rd</sup> Grade CTT Teacher	
N/A	DC 37 Representative, if applicable	
N/A/	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mrs. Mary Frisz	5 <sup>th</sup> Grade Teacher	
Mrs. Margaret Connelly	Kindergarten Teacher	
Mr. Peters	Parent Member	
Ms. Galina Zhabotinsky	Parent Member	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June, 2013, students in grades 3-5 will demonstrate a **1% increase** in student progress as measured on the NYS ELA exam. By June 2013, at least **30% ( 99)** of all **(333)** students in grades K -5 will meet or exceed the TC Benchmarks in independent reading for their grade as measured by the TCRWP Running Records.

### **Comprehensive needs assessment**

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

This year P.S. 38 is exempt from a Quality Review, however for the 2011-2012 school year we obtained an overall Proficient on our Quality Review with Well Developed in the following areas:

- Maintaining a culture of mutual trust/positive attitudes toward learning that support academic/personal growth of students and adult (1.4)
- Aligning assessments to curriculum and analyzing and using this information on student learning outcomes to adjust instructional decisions (2.2).
- Communicate high expectations to staff, students, families, and support students and families to achieve them (3.4)
- Integrate child/youth development and integrate support services/partnerships with families/CBOs with the school-wide goals to accelerate the academic and personal growth of students (4.4).

We received a B on our 2011-2012 Progress Report and our overall score was 60.5%. The range to receive an A was 64.7% or higher. Our B is a solid B only 4.2% shy of an A, which demonstrates our efforts to sustain and lift the quality of our strong common core aligned practice and to target those proficient/developing areas mentioned in the 2011-2012 Quality Review. Our goal is to become proficient /well developed in those areas and to continue to grow student progress and performance.

As delineated on the 2011-2012 Progress report, our school's overall Progress report Score has risen from 58 percentile rank in 2010 to 65 percentile rank in 2012. We continue to be a School in Good Standing meeting AYP in all areas. Additionally we earned an additional 3.5 points for closing the achievement gap.

In comparison, the previous year we obtained a C on the 2010-2011 School Progress Report. \*\*The C we received on this Progress Report was attributed to the significant loss in student progress dropping from 62.5% in 2009-2010 to 53.0% in the 2010-2011 school year. It is important to note that 2010 was a very transitional year as the City-Wide initiative for all New York City Schools was to introduce and begin to implement Common Core State Standards. For the first time State Tests were unpredictable as the State began to re-design ELA and Math tests to reflect Common Core State Standards. For the past several years the test has changed and evolved with a targeted final re-designed test date of 2014.

The 2010-2011 ELA data indicated that 61.6% of our students performed at levels 3 and 4. We met AYP in all areas and gained extra credit for filling the achievement gap with our lowest 1/3. We began the roll out of the Common Core State Standards in 2010 and immediately began to align our Curriculum maps to these standards and provide our staff with the necessary professional development and support needed to refine and raise the rigor of our practice. Facing the demands of a brand new test still being created by the State, we prepared our students to the best of our ability. 2010-2011 State ELA data demonstrated a 7% gain in students scoring levels  $\frac{3}{4}$  in grade 3, and a 17% gain in grade 4. Grade 5 was in deficit of 2%. It was evident that we achieved our goal of increasing student performance by 1%, however the data demonstrated a significant loss in student progress, thus resulting in our C. As delineated on the 2010-2011 Progress Report, our median adjusted growth percentile was 53.0 earning us a score of 14.9 points in progress out of 60 compared to the 31.1 points earned in 2009-2010. Upon analyzing the data more thoroughly an area of concern was the urgency to address the reading needs of our top performing students. Only 2% of our students scored a level 4, (none in our 4<sup>th</sup> and 5<sup>th</sup> grades) compared to 8% scoring level 4 in 2009-2010. 60% of our students performed at a level 3 compared to 47% in 2009-2010. The statistics demonstrated that while our ELL and Special Needs students were sustained and made steady gains, our top performing students showed little or no progress.

Based on the 2010-2011 data we formed a think tank of inquiry team members and administration to put a plan of action into place based on the data. As a result, we departmentalized the fifth grade reading groups, we developed structures to support our high, medium and low performing students, and in grades 2-4 all out of classroom teachers were scheduled to push into or pull out of classrooms to support the top performing students in guided reading book clubs that promote and foster high order reading, talking and writing skills. Bloom's Taxonomy and the Depth of Knowledge were and continue to be embedded in all work we do. We continued to target our ELL and IEP students and the structures in place to grow these students continue to be refined. The ESL teacher also continues to push into grades 2-5 to support the reading, writing and talk curriculum.

Moreover, P.S. 38 Administration along with the Collaborative Inquiry Team, and Grade Inquiry Teams, conducted a needs assessment to evaluate the core elements of our reading program. We evaluated the approaches, materials, and activities we are currently using to determine the extent to which they are currently aligned with research recommendations, core standards, and Chancellor's Initiatives. It was found that our literacy program is research based and has the following components: Phonemic/Phonic Awareness, word recognition, background knowledge and vocabulary development, fluency, comprehension and motivation to read. Our needs assessment determined that the school's Core Reading Program (TCRWP) is Evidence Based to ensure that students achieve English Language Arts Core Standards and to ensure that all children will be reading independently and well by the end of third grade so that they can read to learn and continue to develop literate lives in grades 3-5. Our literacy program requires that children read, write, and respond to texts across a variety of genres to grow familiar with attributes specific to those genres, and also requires that students engage with a 50/50 split of literary and informational texts.

As demonstrated below in **Table A**, our high number of students meeting/exceeding the benchmarks in June 2012 evidences the success of our research based TCRWP Reading Curriculum as we continue to move students along the learning continuum, and proves that we met last year's goal: *By June 2012, at least 30% (106) of all students (352) in grades K-5 would meet or exceed the TC Benchmarks in independent reading for their grade as measured by TCRWP Running Records*

**Table A:**

**School-Wide TCRWP Reading Performance September 2011 to June 2012**

<b>Grade:</b>	<b>Below Standard Level 1 Sept '11</b>	<b>Below Standard Level 1 June '12</b>	<b>Meets Basic Standard Level 2 Sept '11</b>	<b>Meets Basic Standard Level 2 June '12</b>	<b>Meets Prof. Standard Level 3 Sept. '11</b>	<b>Meets Prof. Standard Level 3 June '12</b>	<b>Exceeds Prof. Standard Level 4 Sept. '11</b>	<b>Exceeds Prof. Standard Level 4 June '12</b>	<b>Meets Exceeds Prof. Standard Levels ¾ Sept '11</b>	<b>Meets Exceeds ¾ June '12</b>
<b>*Kinder.</b>	n/a	5	n/a	5	n/a	26	n/a	16	n/a	42
<b>1<sup>st</sup> Grade</b>	8	9	7	8	25	34	12	7	36	41
<b>2<sup>nd</sup> Grade</b>	13	7	7	12	34	15	11	33	44	48
<b>3<sup>rd</sup> Grade</b>	2	5	5	5	14	17	19	20	33	37
<b>4<sup>th</sup> Grade</b>	5	4	18	10	21	23	13	18	35	41
<b>5<sup>th</sup> Grade</b>	7	1	17	19	8	21	31	23	39	44
<b>Total</b>	35	*(26)31	54	*(54)59	102	*(110)136	86	*(101)117	187	*(211)253

*\*In September Kindergarten is only expected to engage in shared reading, concepts of print, and exposure to story books and is not assessed*

*\*June reflects Kindergarten data which was not yet applicable in September 2011. Total #s in parenthesis reflect grades 1-5 only and are provided to show growth before the addition of new Kindergarten data.*

Our 2011-2012 Progress Report compared to our 2010-2011 Report reflects a 17.5% increase in student progress as per State ELA/Math results. **Table B** below demonstrates that the instructional structures we implemented in our plan of action made a significant impact on student growth in both progress and performance and we will continue these best practices for the 2012-2013 school year.

**Table B:**

<b>Category</b>	<b>2010-2011</b>	<b>Grade</b>	<b>2011-2012</b>	<b>Grade</b>
Student Progress	14.9%	D	32.4%	B
Student Performance	10.3%	B	19.3%	A

In addition to the continuation of these successful best practices, this year our school community will also focus on the Chancellor's 2012-2013 Initiatives: Strengthening student work, strengthening teacher practice and the development of two ELA Tasks (one of which will be aligned to a content area such as social studies or science) and two Math Tasks (Math tasks will reflect the major work and key concepts of the grade). All Tasks designed by teachers will be rigorous and aligned to strategically selected Common Core Standards.

*Although 2011-2012 demonstrated significant growth in student performance and progress, It is important to note that our school community was severely impacted by Hurricane Sandy in October of 2012. Although we have managed to get back into our rituals and routines, 80 % of our families and our children were traumatized. To date, most of our families are still living in shelters, doubling up with families and friends, and/or living in shells with no floor boards, no heat, no hot water, or power. This in itself impacts learning and even the ability to sustain what they've learned is at risk.*

The **Table C** below reflects the impact Hurricane Sandy had on student learning in November 2012.

**Table C.**

**Comparison of TCRWP September 2012 10 November 2012 Reading Data**

Grade:	Below Standard Level 1 Sept. 12	Below Standard Level 1 Nov. 2012	Meets Basic Standard Level 2 Sept. 12	Meets Basic Standard Level 2 Nov. 2012	Meets Prof. Standard Level 3 Sept. 12	Meets Prof. Standard Level 3 Nov. 2012	Exceeds Prof. Standard Level 4 Sept. 12	Exceeds Prof. Standard Level 4 Nov. 2012	Meets Exceeds 3/4 Sept. 12	Meets Exceeds 3/4 Nov. 2012
*Kinder.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1 <sup>st</sup> Grade	3	8	9	10	12	18	26	14	38	32
2 <sup>nd</sup> Grade	8	7	8	11	32	31	9	4	41	35
3 <sup>rd</sup> Grade	8	9	6	9	12	13	31	28	43	41
4 <sup>th</sup> Grade	2	4	7	9	21	25	15	5	36	30
5 <sup>th</sup> Grade	3	2	7	20	9	14	36	14	45	28
<b>Total</b>	<b>43</b>	<b>30</b>	<b>37</b>	<b>59</b>	<b>86</b>	<b>101</b>	<b>117</b>	<b>65</b>	<b>203</b>	<b>166</b>

*In September Kindergarten is only expected to engage in shared reading, concepts of print, and exposure to emergent story books and is not assessed. As action research, Kindergarten students are assessed in November at a level B/C with book introduction and are formally assessed for proficiency in March with an expectation of Level C with book introduction.*

The table reflects the significant decline in student performance and proficiency immediately following the storm in November 2012. The total number of students meeting and exceeding proficiency standard dropped from 203 in September 2012 to 166 in November 2012. The total number of students exceeding proficiency dropped from 117 in September to 65 in November thus resulting in the increase in the number of students (101) meeting proficiency standard in November 2012 compared to 86 students in September 2012. While we will forge forward with our rigorous curriculum and continue to implement the same strong common core aligned practice that earned us a high B in 2011-2012, and continue our efforts to sustain and grow both teacher pedagogy and student performance/progress, we cannot neglect the long term impact Hurricane Sandy will have on our families, student population, attendance rate, and learning. To date our attendance rate has dropped from 375 to approximately 330 students and continues to fluctuate as families find housing in other locations or return to their homes as they are rebuilding.

Our families and students have been impacted in tremendous ways and although the teaching and learning have resumed and there is a sense of normalcy at the school level, the truth is they have been traumatized emotionally, physically, and financially and their recovery will take years. We have partnered with Staten Island Mental Health to provide students and families in need with extra counseling have coordinated our efforts with FEMA and The Children's Aid Society through The new York times, to support them with items in need and to assist in finding housing.

In response to the decline in student TCRWP November Data, teachers have provided students with time to re-acclimate instructionally and have re-assessed all November level 1 and level 2 performing students. As demonstrated in **Table D**, results show that there have been marked improvements and we are confident that continued rigor in instruction and response to intervention will provide our students with the necessary support to move along the learning continuum and perform at proficiency as stated in our CEP goal.

**Comparison of TCRWP November 2012 to January 2013 Reading Data**

Grade:	Below Standard Level 1 Nov. 2012	Below Standard Level 1 Jan. 2013	Meets Basic Standard Level 2 Nov. 2012	Meets Basic Standard Level 2 Jan. 2013	Meets Prof. Standard Level 3 Nov. 2012	Meets Prof. Standard Level 3 Jan. 2013	Exceeds Prof. Standard Level 4 Nov. 2012	Exceeds Prof. Standard Level 4 Jan. 2013	Meets Exceeds 3/4 Nov. 2012	Meets Exceeds 3/4 Jan. 2013
*Kinder.	n/a	n/a	n/a	n/a	n/a	(34)	n/a	(4)	n/a	38
1 <sup>st</sup> Grade	8	4	10	10	18	11	14	18	32	29
2 <sup>nd</sup> Grade	7	5	11	8	31	34	4	9	35	43
3 <sup>rd</sup> Grade	9	3	9	11	13	12	28	23	41	35**
4 <sup>th</sup> Grade	4	4	9	11	25	26	5	4	30	30
5 <sup>th</sup> Grade	2	1	20	23	14	14	14	11	28	25
<b>Total</b>	<b>30</b>	<b>17</b>	<b>59</b>	<b>63</b>	<b>101</b>	<b>(97) 131</b>	<b>65</b>	<b>(65) 69</b>	<b>166</b>	<b>(162) 200</b>

*In September Kindergarten is only expected to engage in shared reading, concepts of print, and exposure to emergent story books and is not assessed.*

*As action research, Kindergarten students are assessed in November at a level B/C with book introduction and are formally assessed for proficiency in March with an expectation of Level C with book introduction.*

**Total #s in parenthesis reflect grades 1-5 only and are provided to show growth before the addition of new Kindergarten data.**

It is important to note that as action research, Kindergarten Students are assessed in November with a goal of level B/C with book introduction, and are not formally assessed for proficiency until March with an expectation of reading at Level C with a book introduction. Our kindergarten teachers have assessed all students in January and the data shows that 34 of our kindergarten students are already reading at Proficiency and 4 are exceeding proficiency for a total of 38 of our 49 kindergarten students meeting or exceeding reading proficiency in January. According to TCRWP January Benchmarks, all students meeting proficiency level (3s) in November should have

moved up one level to continue to meet proficiency level in reading for January. Upon analyzing TCRWP data it was observed that while 63 students are just meeting basic standard (2s), many have moved along the reading continuum and have in fact gone up a level or two since September. Our first grade January data shows a decline in the number of level 1 students from 8 in November to 4 in January and an increase in the number of level 4 students. Students meeting and exceeding the benchmark is slightly lower in January due to register loss. For example, November data represents 50 students while January data represents only 43 students. Our second grade has shown significant growth in the number of students in January performing at levels 3 and 4 growing from 35 students in November to 43 in January. Grade three January data shows a significant decline in students performing below standard (3 students) compared to 9 students performing below standard in November with a slight increase in the number of students meeting basic standard in January (11). This data shows that small group response to intervention is working as these children are moving along the learning continuum. Although the number of students meeting and exceeding proficiency has dropped from 41 in November to 35 in January, it must be noted that 59 students were assessed in November and only 49 students were assessed in January due to register loss. Thus we are confident that our numbers show consistent growth in student performance. Although the number of students in grades 4 and 5 meeting and exceeding proficiency essentially stayed the same, once again, almost every child has gone up one or two reading levels as the benchmarks were raised for January showing that they are moving along the continuum. March benchmarks to meet proficiency for 4<sup>th</sup> and 5<sup>th</sup> grade will not change which in essence means that in the next two months we should see a considerable amount of growth in performance.

### **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.

As a school community we will continue to delve deeper in the Reading and Writing Workshop.

Reading and Writing is the construction of meaning and children need authentic purposes and audiences to write for as they engage in this process. Our emphasis on Academic Rigor in a Thinking Curriculum / Bloom's Taxonomy/Depth of Knowledge/Seven Elements of Reading Comprehension-and the thrust of higher order thinking skills will stimulate and engage students intellectually to question, wonder and think profoundly in reading and writing. Moreover, the units of study will provide students with specific skill based instruction in writing (e.g. conventions of writing, grammar, word study, paragraphs) that will expose them to and provide them with the experiences that they will need to develop proficiency in addressing a variety of writing genres. The following is a building wide overview of our Reading and writing units for the 2012-2013 school year.

These curriculum maps reflect the integration of 2 ELA performance tasks (one in a content area) as per the Chancellor's initiatives for the 2012-2013 school year. The content area performance tasks are embedded in units of study in reading and writing that align themselves to ongoing work in social studies and science. In addition, all inquiry or hands-on investigation work in content areas will be

done during the social studies or science period. Our teachers have worked diligently to create these tasks and the rubrics to assess student performance. Since this is the first time they will be administering the assessments they designed, they will simultaneously do inquiry work to make necessary revisions. Our curriculum maps are a living document and teachers continue to collaborate to make any necessary revisions. Note that while some performance tasks simultaneously carry over through reading and writing, others will reflect in only reading or writing. This is due to the fact that not every grade studies the same unit/genre/focus in reading and writing simultaneously each month.

## 2012-2013 Building –Wide Overview of Reading Units

Month	Kinder.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
September	Exploring the world of books	Readers build good habits	Taking charge of reading	Building a reading life	Building a reading life	Agency and independence
October	Readers read, think, and talk about emergent story books and shared reading texts	Tackling trouble: When readers come to hard words and tricky parts of books we try harder and harder	Taking charge of reading  Characters face new bigger challenges	Following characters into Meaning: Envision, predict, synthesize, and infer	Following characters into meaning: Envision, predict, synthesize, and infer and interpret	Following characters into meaning: Envision, predict, synthesize, and infer and interpret
November	Readers use all our powers to read everything in the classroom and beyond.	Tackling trouble: When readers come to hard words and tricky parts of books we try harder and harder  Non-fiction readers learn about the world <b>*Science Content Area Performance task #1: Animals</b>	Characters face new bigger challenges  Reading non-fiction: reading the world <b>*ELA Performance task #1:Animals</b>	Series book clubs	Using text structures to comprehend expository, narrative, and hybrid N.F.	Following characters into meaning: Envision, predict, synthesize, and infer and interpret  Non-fiction reading Expository, Narrative, and Hybrid Non-fiction.
December	Readers use all our powers to read everything in the classroom and beyond.	Non-fiction readers learn about the world <b>*Science Content Area Performance task #1: Animals</b>	Reading non-fiction: reading the world <b>*ELA Performance task #1:Animals</b>	Non-fiction reading: Expository texts <b>*S.S. Performance Task #1:China</b> Summarize main idea and detail, compare and contrast	Using text structures to comprehend expository, narrative, and hybrid N.F.	Non-fiction reading Expository, Narrative, and Hybrid Non-fiction. <b>*S.S. Performance Task #1-Growth and Expansion</b>
January	We can be reading teachers: Teach yourself and	Readers meet the characters in our books	Series reading and cross genre reading clubs	Mystery Book Clubs	Non-fiction research projects: Teaching	Non-fiction research projects (Ties

	<p>your partners to use all you know to read.</p> <p>Learning about ourselves and our world: reading for information  <b>*S.S. Performance Task #1: Communities</b></p>				<p>students to navigate complex non-fiction text sets with critical analytical lenses</p> <p><b>ELA .Performance task #1:</b></p>	<p>with social studies)</p>
<b>February</b>	<p>We can be reading teachers: Teach yourself and your partners to use all you know to read.</p>	<p>Readers meet the characters in our books</p> <p>We can be our own teachers when we work hard to figure out words and parts of texts in fiction and non-fiction texts</p>	<p>Series reading and cross genre reading clubs</p> <p>Non-fiction reading clubs</p>	<p>Biography Book Clubs</p>	<p>Historical Fiction</p> <p>Revolutionary War</p>	<p>Interpretation with text sets</p>
<b>March</b>	<p>Learning about ourselves and our world: Reading for information</p>	<p>We can be our own teachers when we work hard to figure out words and parts of texts in fiction and non-fiction texts</p>	<p>Non-fiction reading clubs</p>	<p>Biography Book Clubs</p> <p>Test Preparation</p>	<p>Test Preparation</p>	<p>Test Prep</p>
<b>April</b>	<p>Readers are brave and resourceful when we encounter hard and tricky parts in our books</p>	<p>Reading across genres to learn about a topic. Information books, stories, poems.  <b>*S.S. performance task #2: Patriotic Symbols</b></p>	<p>Readers read about science topics to become experts:  <b>*Science Performance Task #2 -Motion and Balance</b></p>	<p>Information Reading: Reading, research, and writing in content areas  <b>*S.S. Performance task #2: Italy/Compare and contrast</b></p>	<p>Test Preparation</p> <p>Informational Reading: Reading, research, and writing in content area  <b>Performance task #2: Immigration</b></p>	<p>Test Prep</p> <p>Information reading: Environmental Integrity</p>
<b>May</b>	<p>Readers are brave and resourceful when we encounter hard and tricky parts in our books</p> <p>Readers get to know characters by pretending and by performing our books</p>	<p>Reading across genres to learn about a topic. Information books, stories, poems.  <b>*S.S. performance task #2: Patriotic Symbols</b></p> <p>Dramatizing characters and</p>	<p>Readers read about science topics to become experts:  <b>*Science Performance Task #2 -Motion and Balance</b></p> <p>Reading and role playing: Fiction, folktales and fairy tales.</p>	<p>Information Reading: Reading, research, and writing in content areas  <b>*S.S. Performance task #2: Italy/Compare and contrast</b></p> <p>Social Issue</p>	<p>Informational Reading: Reading, research, and writing in content area  <b>Performance task #2: Immigration</b></p>	<p>Information reading:  <b>*Sci. Performance Task #2- Environmental Integrity</b></p>

		deepening our comprehension in reading clubs		Book Clubs		
<b>June</b>	Readers get to know characters by pretending and by performing our books	Dramatizing characters and deepening our comprehension in reading clubs	Reading and role playing: Fiction, folktales and fairy tales.	Social Issues Book Clubs	Social Issues	Historical Fiction and Informational Reading

## 2012-2013 Building –Wide Overview of Writing Units

Month	Kinder.	1 <sup>st</sup> grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>September</b>	Launching the writing workshop	Launching with small moments	Writing stories under mentor authors	Launching writing workshop with personal narrative	Raising the level of personal narrative writing	Memoir
<b>October</b>	Looking closely: Observing, labeling, and listing like scientists	Launching with small moments  Authors as Mentors: Craftsmanship and revision	Writing stories under mentor authors  Writing and revising realistic fiction	Realistic Fiction	Realistic Fiction	Interpretive Essay
<b>November</b>	Looking closely: Observing, labeling and listing like scientists  Writing true stories	Authors as Mentors: Craftsmanship and revision  Informational Book <b>*Science content area</b>	Writing and revising realistic fiction  <b>*Informational Writing</b> <b>*ELA Performance task #1:</b>	Realistic Fiction	Personal and persuasive essays: Boxes and bullets and argument structures for essay	Interpretive Essay  Information writing: Feature Article <b>*Performance Task #1: S.S.</b>

		<b>Performance Task #1: Animals</b>	<b>Animals</b>			<b>Content/Westward expansion</b>
<b>December</b>	Writing true stories	Informational Books <b>*Science content area Performance Task #1: Animals</b>	<b>*Informational Writing</b> <b>*ELA Performance task #1: Animals</b>	Informational Writing <b>*S.S. Performance Task #1: China</b> Summarize main idea and detail, compare and contrast/Opinion Essay	Personal and persuasive essays: Boxes and bullets and argument structures for essay	Information writing: Feature Article <b>*Performance Task #1: S.S. Content/Westward expansion</b>
<b>January</b>	Procedural writing: How to Books	Persuasive writing: Opinions, reviews, and stories	Writing about reading	Poetry	Informational writing: Building on expository structures	Argument Essay (Ties with S.S.: Industrialization)
<b>February</b>	Procedural writing: How to Books  Information Books	Persuasive writing: Opinions, reviews, and stories  Poetry: Powerful thoughts in tiny packages	Writing about reading  Poetry: Powerful thoughts in tiny packages	Persuasive reviews and writing about reading	Historical Fiction <b>*Social Studies performance task #1: Revolutionary War</b>	Literary and comparative essay
<b>March</b>	Information Books	Poetry: Powerful thoughts in tiny packages	Poetry: Powerful thoughts in tiny packages  Informational writing about Science: <b>*Performance Task #2: Motion and balance</b>	Persuasive reviews and writing about reading  Test Preparation	Literary Essay and Test Preparation for writing	Test Prep
<b>April</b>	Information Books in science <b>Science Performance task #2: Plants</b>	Informational writing about science	Informational writing about Science: <b>*Performance Task #2: Motion and balance</b>	Informational writing: Reading, research, and writing in the content areas <b>*Social Studies performance task #2: Italy/Compare and contrast, opinion essay writing</b>	Literary Essay and Test Preparation for writing  Research based informational writing <b>*S.S. Performance task #2: Immigration</b>	Test Prep  Writing in the content area: <b>*Performance task #2: Science content/Environmental Integrity</b>
	Information	Informational	Writing	Informational		Writing in the

<b>May</b>	Books in science <b>Science Performance task #2: Plants</b>  Persuasive writing	writing about science  Realistic Fiction	adaptations of familiar fairytales and folktales and perhaps writing original fantasy stories as well	writing: Reading, research, and writing in the content areas <b>*Social Studies performance task #2: Italy/Compare and contrast, opinion essay writing</b>	Research based informational writing <b>*S.S. Performance task #2: Immigration</b>	content area: <b>*Performance task #2: Science content/Environmental Integrity</b>
<b>June</b>	Persuasive writing	Realistic Fiction	Writing adaptations of familiar fairytales and folktales and perhaps writing original fantasy stories as well	Writing to make a real world difference	Mixed genre text sets about social issues	Historical Fiction

Other areas that will continue to be grown and emphasized K-5 are:

- Writing Process-Confering-Units of Study
- Word Study/Grammar and Vocabulary Development
- Continuation of Data Analysis to drive and differentiate instruction (Inquiry)
- Response to Intervention
- Systemic roll out of Core Standards and implementation of Chancellor's Initiatives
- Transfer of word study and reading to writing.
- Holding students accountable for what they already learned.
- Exposure and appropriate immersion into higher order thinking work will begin in K-2.
- Editing as per ELA rubric and our school-wide initiative to edit across content areas inclusive of targeted 10 minutes of editing during writing workshop and learning that as writers, we edit as we write with automaticity.
- Share TCRWP/Acuity Data with students to set and create targeted individual goals.
- Students reflect on process, what they learned, and how strategies help them
- Use of rubrics, logs to monitor reading habits, checklists
- Will look for big ideas in non-fiction texts and develop analytical and argumentative lines of thinking.
- Develop an understanding of Concepts of Print (grades K-2)

- Learn how to link letters to sounds (Phonemic / Phonic Awareness) (grades K-2)
- Develop vocabulary/word study (grades K-5)
- Develop and understand story elements (grades K-5)
- Develop an awareness of the basic structures that differentiate literary and informational text structures. (K-2)
- Able to distinguish and articulate the difference between a literary structure and an informational structure. (3-5)
- Modeling through shared and interactive reading and writing (grades K-5)
- Modeling strategies proficient readers use during read aloud (grades K-5)
- Compare characters, setting and story from one book to another / analyze and evaluate the author's use of setting, plot, character, point of view (grades K-5)
- Use of ELA Rubric to benchmark reading and writing activities and smart goals 3-5
- Read and comprehend a variety of genres and language specific to that genre inclusive of ELA as a genre (grades K-5)
- Use graphic organizers K-5
- Be engaged in daily response to literature activities
- Students will monitor for meaning and miscues.
- Continue to grow and develop the units of study in reading and use the **TCWRP Assessments** to assess reading levels and student progress to inform instruction and develop individual / small group smart goals 4 times a year.
- Continue to grow and develop the units of study in writing and use the **Narrative, informational, and argumentation/opinion Assessment tools** to assess writing levels and student progress to inform instruction 4 times a year.
- Integrate Research and Project Based Learning across content areas.
- Integrating content area studies across disciplines.
- Use of Response to Intervention (RTI) in all classrooms as a school wide initiative to better target student needs.
- Integration of the Arts within ELA and content areas
- Celebrations-Reading and Writing, Poetry, Project based learning, etc.
- Reading independently at developmentally appropriate levels to foster comprehension, fluency and stamina as per TCRWP benchmarks.
- ESL Push In/Pull Out to address the needs of ELL's .
- The ability to organize our thinking across a variety of charts that align to our purpose for reading /writing
- Note-taking, coding text, margin notes, sketching scenes, thoughts and observations.
- Using notes to grow and develop theories about themes or big ideas across texts, and utilize these notes to develop longer and deeper writing pieces.
- Utilization of exemplars in classrooms to model product expectations for students..
- Assessment and differentiated instruction continues to be the driving force of growing student performance and achievement at P.S. 38 for the 2012-2013 school year. We launch the year with the previous year's data and teachers reassess their students in early September and reconfigure groups accordingly. Assessment is ongoing and all groups are fluid.
- We continue to analyze TCRWP data by class and have noted that while our lowest performing students require daily guided reading and conferencing, the majority of our students are reading to learn and we must drive the rigor of instruction for these students. We will do this through intense higher order thinking guided book clubs that focus on inference, forming and supporting

theories and ideas, arguments, and developing deeper intellectual points of view utilizing the highest levels of Bloom's Taxonomy. Students will engage in rigorous book club conversations and develop a repertoire of structures for writing about reading (WAR). (2-5)

- All students performing below and meeting basic standard will be targeted both in class and during extended day. Children in grade one in the lowest quartile will be targeted for Reading Recovery. This intensive one to one program will ensure that these students develop the necessary skills and strategies that will enable them to function within the average band of the class within a time frame of 12-20 weeks.
- Students in grades 3-5 will be invited to attend our Saturday Test Prep Academy which will focus on the development of ELA and Math test prep strategies.
- Students in 1<sup>st</sup> and 2<sup>nd</sup> grade will be invited to attend our Saturday Literacy Play House with a focus on fun hands on inquiry based science activities.
- ELL students will be targeted and invited to attend an after school Title III ESL program for two hours twice a week to enrich language skills..
- The Mondo Oral Language Assessment Tool is being used to specifically target students and design intervention programs aligned to their language needs. Students will be grouped for extended day for specific skill/strategy groups that will target these needs. Students in grades K-2 are assessed in September using the Mondo Oral Language Assessment
- All teachers will engage students in targeted small group intervention. Through differentiated instruction that is closely aligned to their needs, as well as close articulation between support staff and administration, these children will attain the proficiency level they need to succeed in reading and writing. The Intervention will include but not be limited to: Phonemic/Phonic Awareness, fluency, comprehension and vocabulary development. Through a variety of methods, reading and writing "to- with-and-by" children (balanced approach), the students will attain the proficiency levels that will meet the TCRWP benchmarks.
- In addition to on-going assessments, such as the use of running records used to monitor closely the progress of these students, the School Assessment Team meets monthly and the School Data Inquiry Team meets monthly to ensure that strategies and skills aligned to data are being used to address the needs of these students.
- Students meeting/exceeding proficiency standard in reading will be challenged to develop a more analytical lens that is opinion based, argumentative, and requires them to use the seven essential reading skills.
- Through differentiated performance tasks in reading and writing, students will learn to read across bands of books on different text gradients and respond and elaborate in a variety of ways to evidence higher order thinking skills and comprehension. Additionally, all students will develop a repertoire of strategies for reading and comprehending a variety of genres, and will be able to distinguish between the characteristics of those various genres.

- Teaching and learning will drive student acquisition of higher levels within The Depth of Knowledge and encompass higher levels within the 6 Facets of Understanding.
- Children will continue to engage in Book Clubs, Literacy Circles, and Poetry Circles and the Writing Process. Moreover, they will apply their skills in computer programs and research based projects across content areas that will continue to develop them as well versed readers and writers for the 21<sup>st</sup> century.
- Our reading instruction will have an emphasis on Danielson's Domain 3, Component 3B-Questioning at higher analytical levels using the Depth of Knowledge.
- Administration will engage in daily walk throughs and provide teachers with on-going instructional feedback and support.
- Students will have many opportunities for accountable talk.
- Students will engage in the activities and assignments in their learning and exploration of content.
- Students will have many opportunities to show evidence of higher order thinking skills and questions that foster deeper thinking.
- Materials will be appropriate to the instructional purposes, differentiated, and intellectually stimulating. Students will have opportunities to work in partners, whole group, and independently using materials that are suitable to promote hands-on learning activities.
- Continue to infuse technology support in the teaching and learning.
- Continue to keep libraries clearly labeled, organized, easily accessible to students, and inviting to foster student independence.
- Continue to clearly define learning centers throughout the classrooms with a variety of materials to support it.
- Utilize Word Walls in meaningful ways containing content area word wall words.
- Display student work clearly in centers and align it to current units of study.
- Clearly define unit goals and expectations in a child friendly manner.
- The teachers will continue to facilitate the learning process and have the instruction clear and explicit.
- The structure of the lessons will be highly coherent, allowing for reflection and closure.

- Teachers will continue the common threads of learning across grades/cohesive instruction.
- Teachers continue to create grade and individual class plans of action to address student needs during common planning and grade inquiry time.
- Within the P.S. 38 community, collaborative work by the Inquiry Team, the Instructional Team, School Assessment Team, and close articulation among staff provides accurate identification of children placed within our CTT classrooms. This early intervention has fine tuned our referral process and has allowed us to identify those students in need of a more restrictive setting much earlier, ensuring the appropriate placement of students.
- September is launched with data collected and analyzed from the previous year. Specific skill based groups are formed for extended day, enrichment groups, targeted, and subgroups. Teachers monitor students in their classrooms and are responsible for differentiating instruction to all students.
- We utilize the Teacher's College Reading Writing Project Assessments building wide, inclusive of the Narrative Assessment Continuum for Writing. Grades K-2 uses the TCRWP ECLAS Variation strands to determine needs and group students for differentiated instruction in reading.
- Our read aloud practice has grown tremendously to foster and develop high order thinking skills within the context of our reading workshop.
- Across the grades the teachers have refined their ability to group students for strategy and guided reading lessons that are flexible and fluid.
- Across the grades there is a strong drive for the development of stamina in reading and reading rate/fluency-as a school community we have learned that a proficient reader is one that reads fluently with automaticity and naturally orchestrates the seven comprehension skills in reading.
- Part of our mission statement reads that we want to develop life-long learners, we are not only doing this by developing a repertoire of strategies and giving them tools, but more so by the teachers passion for literacy and their love of reading, appreciation of authors, and genres. A drive within the school community is that you become a better reader and writer by reading and writing.
- Curriculum will be heavy in informational texts and informational writing across all content areas. This will be done through a variety of activities to improve achievement for all students including ELL's and Special Education students.
- In the 2012-2013 school year teachers will continue to design and administer two rigorous performance tasks to their students in both ELA/Writing and Math. These tasks are aligned to CCSS, they are unit specific and measure student comprehension of content, skills, strategies and process in that unit.
- Tasks are being designed and are aligned to grade expectations on the Common Core Standards with an emphasis on the higher levels in the Depth of Knowledge.

- During our monthly School Assessment Team meetings we discuss the progress of all students being serviced and modify support if warranted.
- The school Inquiry Team noted that of the advanced ELL students that did not pass the NYSESLAT, most did not achieve proficiency in writing. In response to this, our ESL program will continue to support grades 3-5 with a push-in model supporting their learning in the classroom, and all K-2 students are pulled together in the ESL Lab for intense instruction around developing oral language receptively and expressively to communicate.

Additionally, as a result of our needs assessment and the work of the Data Inquiry Team, we have found a need to continue to *refine and work on the following*:

- Guided Reading/Literacy Book Clubs and Circles
- The Seven Essential Comprehension Reading Skills and strategies for exploring those.
- Inquiry (HOTS)
- Organizing for Effort / Accountable Talk
- Academic Rigor in a Thinking Curriculum
- Project Based Learning
- Integration of Bloom's Taxonomy and The Depth of Knowledge to develop high order thinking and questioning techniques and lift the rigor and engagement of teaching and learning.
- Word Study/ Juicy language and content specific vocabulary/ Grammar
- The mini lesson in reading and writing and math.
  
- Small group differentiated work and effective conferencing.
- Transfer of word study and reading to writing
- Independent Reading-Stamina
- Math: Working on foundation skills and deepening our work with problem solving skills.
- [Continue to implement the EDM \(Everyday Math\) program because this program is best aligned to the CCSS and it spirals so the students get many opportunities to practice master skills.](#)
- Development of rigorous math tasks aligned to Math CCSS.
- Response to Intervention
- Aligning all practice to Common Core Curriculum Standards
- Integrate K-2 Acuity assessments in reading and math to inform intervention, instruction, inquiry work and curriculum.
- Integration of Grammar Strategy Lessons
- Vocabulary Development
- Continue to develop comprehension in grades K-2 through Shared Reading, Read Aloud, and Guided Reading.
- Integrate more informational texts and develop performance tasks in reading and writing that are aligned to the Core Standards.
- Foster the ability of students to use charts to support independent practice (strategy, process, inquiry and exemplar charts).
- Response To Intervention building wide

- Students will take home both their just right leveled books in a variety of genres inclusive of non-fiction daily as well as two books on their instructional level to attain performance goals and build stamina.
- Students will engage in a variety of performance tasks that are rigorous, go across content areas, and are aligned with the core standards.
- Engage students in grammar and language development.
- Integration of informational and hybrid texts across disciplines.
- Compare, analyzing, and evaluating texts across genres.
- Using exemplars to benchmark writing.
- Develop arguments, and be able to support with evidence.
- Students will be given questions derived from the National Assessment of Educational Process (NAEP) to lift rigor and integrated higher order thinking skills (HOTS)
- Strategies for reading and interpreting questions (key language)
- Strategies for deconstruction of sophisticated language.
- Utilization of test prep packets targeting specific genres.
- Saturday Test Prep Academy
- Project SMARTS Enrichment Clubs-afterschool that foster the reading and writing lives of students.
- **We have ordered new test prep materials that are more aligned to the state tests to better prepare students.**

The following will be adhered to systematically to ensure that data is carefully examined, analyzed, and used to drive instruction as well as to monitor student progress. All students will demonstrate by mid-year, an increase of one reading level and by June 2011 50% of students in grades K – 5 will have met the TCRWP Benchmark in Reading:

- Related service teachers will meet with classroom teachers during Grade Data Inquiry Team Weekly Sessions. Together, data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.
- Ongoing Teacher observations / daily conferences
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.
- Observation Survey-Reading Recovery
- TCRWP Assessment used 4 times a year to monitor all students
- Narrative Assessment Tool 4 times a year-Oct./December/March / May
- Use of Acuity, ARIS, ITT Modeler, Predictive and ITA Assessments to analyze and inform instruction
- Faculty conferences dedicated to Grade level inquiry /individual class inquiry work.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Articulation between related service personnel and Classroom Teachers

- Data Binders by Grade and Class
- Targeted grade level inquiry work 4 times a month.
- **Monitoring for Results**-all extended day students will be monitored using the running records and anecdotal to analyze the patterns and the next steps that need to be implemented to move the struggling students toward meeting the benchmarks.
- Standardized Test Data, **ELA and Math Acuity Benchmarks and Baseline Assessments, EPAL**, and TCRWP Assessments will be used to develop individual and small group smart goals for reading, **as well as the use of the Literacy Learning Continuum.**
- **Standardized Test Data and the TCRWP Narrative, Informational, and Opinion/Argument Assessment Tools will be used to develop individual and small group goals for Writing.**
- TCRWP Spelling Inventory used to develop and plan for differentiated word study instruction and grouping.
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- All teachers have three common preps for planning and analyzing data.
- 4 Grade Inquiry sessions a month for monitoring and planning for targeted students and instruction.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- On-going individual student SMART goals
- Attendance and agendas for parent workshops, Leadership Team meetings, PTA meetings

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our School Leadership Team has analyzed the Quality Review Rubric and will engage in a learning walk through the school whereby they will be given a specific lens, jot down their observations, thinking, ideas or questions, and will then debrief with administration.
- The School Leadership Team meets once a month to discuss, reflect, plan, and share ideas related to our school-wide goals and as set forth in the School CEP and makes revisions accordingly.
- Our Parent Coordinator is a great asset to our learning community and liaison between the school and home. She is fluent in Spanish accommodating and translating for our Spanish families during workshops, PTA meetings, round table discussions, etc.
- Parent coordinator facilitates parents requiring assistance logging into ARIS and Acuity for student data.
- **Our parent coordinator will drive the initiative of a 100% parent survey response.**
- Grade Curriculum newsletters are sent home monthly to inform parents of upcoming units, activities and learning their child will be engaged in and expectations.

- All homework is aligned to core standards and the rigorous work children are engaged in. In grades K-5 teachers plan and create home work assignments so there is a common thread across the grades. In grades K-2 these assignments are typed and are sent home with each child at the beginning of the week.
- Parents are invited to curriculum orientations in September to provide parents with a clear sense of the curriculum and the learning that will be taking place with their child, as well as expectations and responsibilities of children and school policy.
- During curriculum conferences parents will have an opportunity to exchange contact information in order to communicate after school hours. This communication would mostly be about missing homework assignments.
- Monthly parent letters sent home to give parents an overview of the unit of study for each subject area.
- Mid-year teacher strategy workshops for parents.
- Teacher Test-Prep workshops for parents to give parents an insight on what the standardized tests are about and what the expectations are.
- Third grade teachers will have a workshop for second grade parents regarding expectations and how they can work home with their children to meet the demands of CCSS to make gains in state tests. This workshop's goal will be to build a partnership from school to home.
- Progress reports are sent home to inform parents of academic concerns and parents are invited to meet with the teacher to discuss concerns, look at student work/data, and create a plan of action.
- SBST Team collaborates and articulates with administration, related service teachers, classroom teachers, and families and facilitates round table meetings with families when necessary.
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.
- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Parents will be invited to attend celebrations aligned to instructional initiatives.
- Parent Science Project Workshop
- Parents as Learning Partners will give parents an opportunity to observe and engage in learning along-side their child. Each monthly session has a particular instructional focus.

- School-home communication will be ongoing: Phone messaging service, letters, conversations/meetings, monthly grade curriculum newsletters, etc...
- At School Leadership Team Meetings our ESL Teacher has turn-keyed information for all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program.
- The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year.
- Several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as State standards, assessments and school expectations.
- Our Parent coordinator works diligently to assist all parents of ELL students in completing and submitting their Annual Parent Surveys. And accommodates parents by showing them how to go online. As result of her rigorous work, for the past two years 100% of our parents submitted surveys.
- Additionally, she works one on one with all ELL parents to initiate the ARIS log on process so that they have access to their child/children's data.
- Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language.
- All the documents, notices and meetings are offered in their home language.
- In collaboration with the YMCA-New American Welcome Center, ESL classes will continue to be offered to our families in need from November thru June once a week for 2 hours.
- As part of our Century 21 Grant all parents will be invited to participate in a series of Parent Workshops provided by United Activities Unlimited at I.S. 2, these workshops will include ESL Classes, Technology Classes and Parenting Classes.
- All ELL students are invited to attend summer school to sustain their academic performance.

### 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 become highly qualified, in order to achieve this goal.
- **For the 2012-2013** school year **teachers will** design and administer rigorous performance tasks to their students in both ELA/Writing and Math. These tasks are **aligned to the CCSS**, unit specific and measure student comprehension of content, skills, strategies and process in that unit.
- Teachers continue to analyze and unpack performance task bundles in ARIS common core library and will use these as a model for creating and designing their own performance tasks.
- Staff continuously meets at grade level meetings, during preps, curriculum mapping sessions, grade level inquiry, faculty conferences, data meetings, etc, to revise and individualize instruction based on individual student and class needs as evidenced by hard and soft data.
- P.S. 38 as a School Wide community K-5, has individualized, refined, and developed/adapted the Balanced Literacy Reading Workshop model, primarily through our partnership and collaboration with Teacher's College, Columbia University. Through intense, progressive, ongoing curriculum mapping sessions, reading and comprehension skills/strategies are scaffold across the grades and aligned to Common Core state standards The Depth of Knowledge, and the 6 Facets of Understanding
- Through our own efforts, and our partnership with Teacher's College, and the TC on site / off site professional development, we will as a school community be able to continue to delve *deeper, wider and below the surface* in reading and writing. The Teacher's College partnership will afford us the opportunity to continue to develop a community of learners that are well versed in the reading / writing methods and approaches that will develop further not just our student's content based knowledge and skills, but the staffs as well.
- Work with in house Teachers College staff developers to continually revisit, revise, and update curriculum maps that are aligned to Core standards.
- School staff will work with in house Teachers College staff developers to foster a professional relationship and create a forum for discussion, creative thinking, and implementation of best practices.
- There is a need to continue to provide in depth professional development to meet the needs of new faculty and to further ensure that all teachers continue to deepen their knowledge about effective teaching practices in *literacy, math and ESL*, Response to Intervention, and the implementation of the National Core Standards and performance tasks.
- It is important to ensure that teachers continue to broaden and deepen their knowledge of all the components of an evidence-based reading / math and ESL- inclusive of methods and approaches that best meet the needs of second language learners. The professional development will reflect an understanding of the New York State / New York City and National Core Standards as well as Curriculum Mapping encompassing the depth of Knowledge and 6 Facets of Understanding.

- ESL Professional Learning is in progress, our teachers do employ a series of methods and approaches that support our ELL's in the classroom. For example; vocabulary is carefully introduced and associated with what they know. When themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning.
- Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized a couple of years ago that one ESL Teacher could not address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what the NYCELAT assesses and teachers analyze implications to inform their instruction.
- The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL's and an integration of Response to Intervention strategies.
- We will continue to send our ESL Teacher to QTEL sessions, and teams will be sent to all Teacher's College ESL reading/writing workshops, and the regional ESL Professional Learning Sessions. It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.
- Teachers are provided with glossaries and dictionaries, as well as multilingual books to support classroom libraries that our ELL Students have access to. The use of, cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school.
- The teachers must be knowledgeable in the teaching of phonemic/phonics awareness, fluency, guided reading, independent reading, shared reading instruction, text comprehension instruction and word study/vocabulary instruction to ensure that all students achieve at high levels of literacy. Within the components of our instructional program the seven elements of reading will continue to be integrated. Students will learn that good readers always orchestrate the following skills: *The use prior knowledge, inference, envisionment, determining importance, synthesis, interpretation, and evaluation.*
- There will also be a new emphasis on the integration of grammar and content area vocabulary development. In math the students must be able to understand math concepts and strands and the teachers must differentiate instruction based on student performance in order for students to make gains. We want to ensure that the teachers can provide our students with optimal instruction aligned to the National Core Standards that will meet the individual needs of all students and improve student achievement in reading, math and across all content areas.
- Curriculum Mapping-Across the grades there is a common planning thread that is visible and evident throughout the building. We have used the Understanding by Design model to compose our maps. There is instructional coherence. Both children and staff (and parents as well) have a common language that has grown over the years.

- Bloom's Taxonomy continues to be embedded into instructional language, continuing to meet the needs of the variety of learners in the classroom. Tasks are created to scaffold higher order thinking from "remembering (level 1) to creating (level 6).
- The fact that the school is small enough to program common preps is of advantage to our school community. Common preps are used to examine data, student work, plan continuously, articulate, share best practices and turn-key TC and City Wide information that is administrative as well as instructional.
- All faculty conferences, and 1-2 periods a month continue to be dedicated to targeted grade level inquiry work in which teachers target subgroups(lowest 1/3, top 1/3, ELLs, IEP, etc..) of students in a focus area to analyze and monitor in order to increase their student performance and achievement.
- As per the approval of our extended day SBO, for this 2012-2013 school year, targeted grade level inquiry work will continue every Wednesday afternoon from 2:35-3:25 for a total of 4 times a month, further enabling us to build capacity, grow this effort, and refine our practice in supporting students in need of additional support to promote student performance and achievement.
- The continued work of our School Data Inquiry Team embraces a school wide system for assessing children regularly. Our Inquiry Team assists the entire school community in utilizing and analyzing a variety of hard and soft data, understanding trends and patterns in student achievement, and creating plans of action for teachers to modify, differentiate, and refine their own practice.
- The Collaborative Inquiry Team meets monthly and since its inception, has expanded to include a fourth grade teacher, 5<sup>th</sup> Grade teacher, Reading Recovery Teacher, second Grade ICT Teacher, and IEP coach. This team has a balance of representation with feedback from upper and lower grades, support staff, administration and special education.
- Together, we have developed and will continue a building-wide systemic approach for application of a variety of assessments, data entry, and developing an analytical lens to drive instruction (Acuity, ARIS, TCRWP Assessments, Narrative, Informational, and Persuasive/Argument Assessment Continuums for Writing, EDM, etc.)
- The inquiry team has helped us develop a rigorous plan for what we want intervention to look like in both math and reading and we have developed a sophisticated lens with common goals and threads throughout the building.
- Daily walkthroughs/one-on-one instructional/data meetings with administration providing instructional feedback.
- The use of the Danielson Tool, Teacher Tenure Rubric, Quality Review Rubric, and Depth of Knowledge to lift the rigor of instruction and provide teacher feedback.

**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 ensure continuity of good practice and pedagogical growth in the areas of reading and writing, I have partnered with the Staten Island Foundation. Through their generosity, I have been able to blend highly qualified monies with the \$20,000 grant I get from the Staten Island Foundation to fund TC Professional Development. Additionally, 4 years ago I collaborated with UAU on a Century 21 Grant, this funding has provided my school with the ARTS Enrichment that regular funding cannot provide. This is an extended day program that runs from September to June from 2:35-6:00p.m. This is the last year of the program, we are in round 6, but we are awaiting to hear whether or not the program has been extended.

Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.

Title 1 Allocation for students in temporary Housing.

## **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.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title Iia) and New York State School Support Supplement.
- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher's College) – supported by Staten Island Foundation Grant and Title I Schoolwide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.
- Our goal is that through the co-mingling of funds we will be able to vest in enhancing our standards driven early intervention program, *Reading Recovery*.

**The following are our budget allocations for Title III**

**Section III. Title III Budget**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8,424	<b>1 ESL Teacher Per Session</b> <b>2 Classroom Teacher Per Session</b> <b>162 hours x 52 = 8,424</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2776	<b>Enrichment materials-Multi Lingual / Multi Cultural Books, and Visual Arts Supplies \$2,776</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$11, 200	

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

**AIS Reading:** To ensure that students performing in the top 1/3 in grades 3 through 5 sustain and demonstrate 1% gains in performance and progress on the 2013 ELA exam.

**Comprehensive needs assessment**

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

**AYP for the 2011-2012 School Year:**

Though AYP State Accountability Reports in Math and ELA (grades 3-5) show we are a school in good standing and we had a 17.5% increase in student progress and a 9% increase in student performance (as delineated on our 2011-2012 Progress Report), our goal is to sustain and continue to grow both student progress/performance with the continuation of rigorous data driven instruction aligned to the CCSS and the continued implementation of the same best practices. These practices are instrumental as we continue to develop the skills and strategies of top performing students while targeting students in sub groups and the lowest third.

The 2011-2012 ELA data indicates that 71.3% of our students performed at levels 3 and 4, compared to 61.6% in 2010-2011. We met AYP in all areas and gained extra credit for filling the achievement gap with our lowest 1/3. We continue to align our Curriculum maps to the standards and provide our staff with the necessary professional development and support needed to refine and raise the rigor of our practice. Facing the demands of a brand new test still being created by the State, we will continue to prepare our students to the best of our ability. Although 2012 State ELA data demonstrates an 8% drop in students scoring levels  $\frac{3}{4}$  in grade 3, and a 2% drop in students scoring levels  $\frac{3}{4}$  in grade 4, it is important to note that only 171 students tested in 2012 compared to 187 students testing in 2011, impacting the data results. Grade 5 had a whopping 36% gain in students scoring levels  $\frac{3}{4}$  which we attribute to the strong intervention strategies implemented in our plan of action following the 2% drop the previous year. While last year only 2% of our students scored a level 4 (none in our 4<sup>th</sup> and 5<sup>th</sup> grades), 6% of our students scored a level 4 in 2012. Fourth grade scale scores rose from 678 in 2011 to 681 in 2012 (+3 gains) and fifth grade scale scores rose from 664 to 674 (+10 gains). Third grade scale scores for 2012 compared to 2011 show a deficit of -2 however, only 49 students tested in compared to 57 in 2011.

We want to note that the **Special Education Subgroup**, as well as the **ethnic subgroups** showed improvement as noted in the 2012 data earning us 3.54 points additional credit for closing the achievement gap. 22.2% of our self contained and 59.3% of our ICT Special Education students are performing at proficiency and showed exemplary gains in ELA closing the achievement gap. 55.6% self contained and 81.5% ICT Special Education students. are performing at proficiency and showed exemplary gains in Math closing the achievement gap. ELLs made .76% progress.

This year we will continue to departmentalize the fifth grade reading groups and use the structures we developed last year to support our high, medium and low performing students. In grades 2-4 all out of classroom teachers and related service personnel will continue to push into or pull out of classrooms to support the top performing students in guided reading book clubs that promote and foster high order reading, talking and writing skills. We will continue to integrate Bloom's Taxonomy, The Depth Of Knowledge, and Danielson's Competency 3B (questioning) in our instruction. This is not to say that by any means we are not continuing to target our ELL and IEP Students, the structures in place to grow these students continue to be refined. The ESL teacher also pushes into grades 2-5 to support the reading, writing and talk curriculum. Response to Intervention will be an integral part of small group/one on one instruction providing students multiple entry points to learning and pathways to development.

In addition to the aforementioned, the Chancellor's "3 Asks" are also a focus within our school community: Strengthening student work, strengthening teacher practice and the development of one ELA and Math Task that are rigorous and aligned to strategically selected Common Core Standards.

Although there is no longer be a Social Studies Standardized Test, we believe this content area will be addressed in ELA through a variety of reading genres and text types, and writing about reading in various text types. Therefore, teachers will continue to drive social studies instruction with the Core Standards in mind and a focus on Content Area Studies that are inquiry based and rich in content vocabulary around an essential question. Moreover, at least one ELA Performance task will be in a content area such as Social Studies/Science. Teachers will schedule social studies periods and Social Studies will not only continue to be integrated within our Literacy Curriculum, but will also be a school wide initiative. Our goal is to significantly improve the teaching of Social Studies and to increase student achievement. We will ensure that it is aligned with the NYS Core Standards and the literacy experiences are inclusive but not limited to, My Family and Other Families, Now and Long Ago, My Community and Other United States Communities, History of the United States and New York, World History, Geography, Economics and Civics, Citizenship and Government.

Our goal is for students across the grades to make decisions about issues they confront, within society and the interdependent world through meaningful social studies and multi cultural education experiences. Our strategic objectives will be that within an inquiry / project based program the students will study and analyze the development of American culture, its diversity and the multicultural context, and the ways people are unified by many values, practices and traditions. Students will study the different ways people live, work and utilize resources and illustrate connections and interactions of people and events across time and from a variety of perspectives.

### **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.

From September of 2012 – June 2013 administrators and staff will collaborate to implement and monitor the following:

During the 90 minutes literacy block, the use of specific units of study in reading and writing, targeted students will be provided with additional support that will foster the development of reading and writing strategies. In small groups students will be provided with the opportunity to listen, speak, read, write as well as think about and understand information presented and gathered. As speakers, students will use oral language to acquire, apply, and deliver information in their own words, as well as respond to literature, self expression, and artistic creation. As listeners and readers, students will collect data, facts, and ideas, as well as discover relationships, concepts, and be able to analyze and evaluate experiences to enrich their understanding. As writers, students will be immersed in the writing process and will continue to develop a deeper understanding of the writing process through specific units of study and their genre characteristics. This will be accomplished through a collaboration between staff and administration whereby long term goals, unit goals, and student smart goals will be developed and revisited on an ongoing basis :

- We have assessed all students Pre-K thru Grade 5 with the Mondo Oral Language Assessment Tool and will utilize data to identify and target students for extended day groups, for small group instruction and AIS.
- One period daily out of classroom teachers have been creatively scheduled for support in grades 4, and 5. This staff will be leading, facilitating and teaching the highest performing students in guided reading book clubs.
- Students will engage in and develop a repertoire of strategies for Writing About Reading (W.A.R.) in high level sophisticated ways that reflect their ability to think deeply about texts and form theories, arguments, ideas, etc...that are supported by text evidence.
- With the exception of our tremendous gains this year, previous year's data shows a steady decline in student progress and as a result we instituted action research and have restructured and departmentalized 5<sup>th</sup> grade for the entire 90 minute reading block.

Students are grouped homogeneously by ability in order to facilitate and foster an environment that is more conducive to targeting their specific needs and developing high level thinking, writing, talking, and reading.

- **A grade 5 and Kindergarten lead teacher, continue to grow professionally as teachers participating in all the TC Coaching sessions.**
- Promote a love for reading and accountable book conversations
- developing HOTS, character theories and using text evidence to support thinking
- Deconstructing complex texts
- All top performing students in grades 3-5 have been grouped for guided reading book clubs that emphasize books that are high interest, challenging, thought provoking, and foster high level conversation, thinking, and writing with a strong emphasis on the use of Bloom's Taxonomy, the use of informational text, and a thorough alignment to CCSS.
- **At the end of every book club meeting, students complete written responses that promote higher order thinking, yet the tasks are differentiated according to their reading and comprehension level.**
- Integrate simulation of ELA language into daily practice from September
- Grades 3-5 will add literary essay at the end of content area study or after completion of book club books and planning structures for essay writing.
- Begin to integrate, in addition to the Narrative Assessment Tool, a Non-Fiction Assessment 4 times a year.
- Integration of academic language and juicy language for Content Area Units across the Curriculum.
- This work will engage teachers in looking deeper at running records.
- Project SMARTS Enrichment Clubs-afterschool that foster the reading and writing lives of students.
- Development and monitoring of individual / small group SMART goals.
- Create unit pre, mid, and post assessment tools to assess small group progress periodically and reorganize extended day and targeted groups based on findings.
- Constant collaboration and conversation between classroom teacher and AIS providers.
- Continue to stock lending library with supportive materials and books for student/teacher use that support our curriculum and reading initiative.
- New computer stations, SMART Boards in each room, and additional printers for data access.
- The integration of technology to stimulate and enhance learning.
- **Students in upper grades are introduced to PPT (PowerPoint Presentations) and are given the opportunity to practice basic skills in creating PPT presentations to present own projects and tasks.**
- Multiple entry points for diverse learners and lesson modifications for subgroups (Ells, IEP students).
- Response to Intervention for differentiated instruction to meet student needs.
- Use of TCRWP and acuity (Predictive and Instructionally Targeted Assessments) to inform instruction, small group, and 1 on 1 intervention.
- Piloting non-fiction ITAs and genre based ITAs.
- Through continued alignment of standards and the work of the Inquiry Team all curricula decisions are data driven. Enhancement of curriculum, differentiated instruction and focused professional development, and the needs of students are regularly examined, assessed and addressed. All groups are fluid so that the needs of all students are met as they arise.

- For the students with IEP's, we will work effortlessly to align the practice to IEP modified recommendations and provide teachers with ongoing professional development that will expose them to the use of a variety of reading, math and writing methods and approaches.

The following skills and strategies will be addressed:

- Accountable talk/Partner work though read aloud to develop higher order thinking skills
- Focused skill / strategy development-utilization of Strategies That Work
- Teacher's College Units of Study in reading and writing
- Academic Rigor in a thinking curriculum /use of Inquiry based strategies and Bloom's Taxonomy/Depth of Knowledge.
- Think aloud strategies and responding to the 5 "W's" for Non-Fiction and SCOPE for Fiction.
- Use of story-mountain and layered timelines to comprehend story structure and character development.
- Use of pushing our thinking prompts.
- Developing strategy lessons to accommodate learners at various reading levels
- Independent Reading-building stamina and fluency
- Word study differentiation based on student specific needs – phonics / phonemic awareness, decoding, segmenting, blending
- Word study / vocabulary development through meaning of prefixes, suffixes, and root words.
- The development of reading vocabulary through background knowledge and newly acquired information about a topic.
- [Use of content area vocabulary.](#)
- Note taking strategies appropriate for specific genres
- Close Reading of complex texts
- Projects aligned to units of study
- Differentiated Instruction
- Create and use of rubrics and checklists by students for self assessment and teachers for assessment
- Use of mentor texts by teachers and students
- Research based practice in reading, phonemic awareness, building stamina, fluency, comprehension, word study and vocabulary development
- Careful monitoring of student growth and performance
- Student and teacher use of exemplars to benchmark student work, reflect, and set goals for improvement
- Developing reflection strategies to improve reading habits, reading strategies and set individual goals.
- Additionally, the TCRWP Assessment, which is data driven, will continue to monitor closely all students performing below standards and students scoring at low level 3's.
- Moreover, we will continue to sustain all students scoring at high level 3's and 4 within the practice of the classroom which emphasizes Academic Rigor in a Thinking Curriculum with a strong emphasis on the seven elements of reading comprehension.
- Through creative scheduling we have utilized out of classroom teachers as an additional push-in support for top performing students in grades 3-5 for guided book clubs that are rigorous and promote higher order thinking, writing, and discussions around texts they are reading.
- Enrichment clubs will be part of our extended day program. The enrichment program will explore problem solving in new and

innovative challenging ways, integration of music, the Arts and inquiry. These approaches and methods are not just isolated to enrichment or AIS groups, they are integrated throughout the curriculum.

- Furthermore, we will meet closely with our related services team to ensure that pull outs do not interfere with the literacy block and math block.

During 2012-2013 school year at least 80% of all grades 3-5 students will go up 2 levels in reading as per TCRWP Assessments and make gains as evidenced by Reading Predictive. To ensure this increase the following will systematically continue:

- Any general education students at risk will be provided with a Response to Intervention (RTI) plan that is specific to their need and monitored closely.
- Students will be provided with a 6 week RTI plan targeting their area of need honing in on and developing strategies they need to further develop.
- Professional Development in RTI will be provided to all teachers and para professionals will engage in a series of workshops in RTI.
- Title III monies will be used to hire an F status ESL teacher 2 days a week to engage all ELL/Former ELL students and students at risk with oral language development using Mondo Materials.
- Use of Standardized ELA Results to identify needs in grades 3-5.
- Use of ELA Standardized results to see if our efforts impact progress. (Data demonstrates that our performance is good.)
- One of our assessments is TCRWP-Assessment Pro, this assessment is administered 4 times a year to analyze student performance and create plans of action for small group, whole group, and one on one intervention. Ongoing professional development is provided by Teacher's College staff developers (upper and lower grades), continue to train staff on how to align instruction to the common core state standards.
- Grade Data Inquiry Team Weekly Sessions where data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.
- On-going Teacher observations/conferencing.
- Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.
- Periodic reading rate assessments aligned to reading rate
- Standardized Test Data, Instructional Targeted Assessment (ITA), Predictives, and TCRWP Assessments will be used to develop individual and small group smart goals for reading.
- Standardized Test Data and the TCRWP Narrative Assessment Tool will be used to develop individual and small group goals for Writing.
- TCRWP Spelling Inventory used to develop and plan for differentiated word study instruction and grouping.
- Use of Acuity, ARIS, and NY Start to analyze and inform instruction.
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- All teachers have three common preps for planning and analyzing data.
- Weekly Inquiry sessions for monitoring and planning for targeted students and instruction.
- **Response to Intervention**

- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Data Binders by Grade and Class
- Ongoing individual student SMART goals
- Monitor attendance reports of at risk students to parallel reading achievement and the impact of student attendance.
- The ongoing evaluation of student notebooks to observe change over time in reading work taking place. (Notebooks tell a story)
- Attendance of Saturday Test Prep Academy.
- RRSA Monthly Risas will be used to monitor attendance of at risk students.
- Carbon Copies of signed periodic reports used to communicate to parents student concerns and achievements.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Grades K-2 informative Parent Workshops to support our reading initiatives to show that there is instructional coherence building wide, that learning is scaffolded across the grades and throughout the disciplines, and that the early years set the foundation for future learning.
- With the assistance of the parent coordinator and the school assessment team, an outreach for parent support will become part and parcel of our instructional program. It is imperative that parents recognize that they are stakeholders in the education of their children and that their involvement is critical to the development of the whole child.
- Through collaboration between our SBST Team, administration, and classroom teachers we will gather in round table forums with families to make parents fully aware of what IEP recommendations are and how their support at home will aid us in assisting the children to develop the skills that will prepare them to move into less restrictive environments and become productive members of our society.
- Series of hands on informative Parent Workshops to support our reading initiatives grades 3-5, and rigorous Common Core Standards aligned to how children are learning.
- Focused Parent's as learning Partner Sessions Monthly.
- Parents will be invited to observe and take part in Targeted groups guided book club celebrations/presentations.
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.
- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Parents will be invited to attend celebrations aligned to instructional initiatives.

- School-home communication will be ongoing: Phone messaging service, letters, conversations/meetings, monthly grade curriculum newsletters, etc...
- Teachers will share a variety of instructional support structures with parents such as strategy book marks, process charts, writing structure tools, graphic organizers, used with children in classrooms and inform parents of how they can support children at home with these tools.
- Workshops on reading logs, how they are used to track frequency of reading in a particular genre, reading rate, stamina, etc.
- On-going teacher curricular update letters to families.
- Letters specifically aligned to student reading levels in TCRWP will be sent home informing parents of students benchmarked performance, suggested strategies, and suggested book titles for personal home libraries.
- Data workshops and round table conferences to share student progress and how to interpret data.
- Parents are invited to attend Family/workshops at Teachers College around reading and writing workshop that are aligned to our initiatives.
- **Parents as Learning Partner Days where parents join their children in the classroom for hands on instruction with a specific focus such as reading, writing, math, content area, etc.**

### **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 become highly qualified, in order to achieve this goal.

In relation to our previous year's goals we continue to scaffold, brainstorm, align, implement and grow our short and long term goals which are continuously embedded in the need to develop the reading, writing, and math lives of our children.

For example, we continue to refine our instructional practices by looking at and analyzing student work. This practice drives all instruction and planning. Though the Danielson Frame-work was introduced last summer as a tool to develop teacher practice, the administration of this school has always taken a proactive stance on daily classroom observations and feedback that is constructive and focuses on strengthening teacher practice that, in turn, strengthens student learning.

- Adult Book Club-last year we started a book club amongst the staff. The thinking behind this club was to grow ourselves as readers and thinkers and to share this common passion with each other. We want to transfer this love of reading to our children. This is a real world practice that is preparing our children to be college/career bound. Our guided reading/book clubs mirror this practice and

passion.

- Professional development has impacted our teaching and learning practices. Based on the Instructional Team's Review, the teachers will continue to refine their practice while becoming more knowledgeable in Process Writing-with an emphasis on conferring.
- We will systemically ensure that data is carefully examined, analyzed, and used to drive instruction as well as to monitor student progress. All students will demonstrate by mid year, an increase of one reading level and by June 2013 50% of students in grades K–5 will have met the TCRWP Benchmark in Reading:
- Monthly Professional Development Sessions with District Deputy Instructional Specialist to lift the rigor and quality of work in the following areas:
  - Cloze Process
  - Lexile Leveling
  - Informational Text-complexity of text
  
  - Cueing system
  - Lexical Cues
  - Syntactic Cues
  - Semantic Cues
  - Pragmatic Cue
- Additionally, whenever feasible consultants will be hired to broaden and deepen our understanding of math, science and social studies. Studies demonstrate that quality professional development has significant impact on student achievement.
- Curriculum Mapping-Across the grades there is a common planning thread that is visible and evident throughout the building. We have used the Understanding by Design model to compose our maps. There is instructional coherence. Both children and staff ( and parents as well) have a common language that has grown over the years.
- Bloom's Taxonomy, The Danielson Framework for learning, and The Depth of Knowledge continues to be embedded into instructional language, continuing to meet the needs of the variety of learners in the classroom. Tasks are created to scaffold higher order thinking from "remembering (level 1) to creating (level 6).
- AIS teachers will meet with classroom teachers during Grade Data Inquiry Team Weekly Sessions. Together, data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.
- The school assessment team will conduct IEP reviews and annuals to ensure that students with IEPs are appropriately placed within the realm of Special Education and the integrated classes designed to better meet their needs.
- Ongoing Teacher observations / daily conferences and logs to plan for next steps.

- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- We will work effortlessly to align practice to IEP modified recommendations and provide teachers with ongoing professional development that will expose them to the use of a variety of reading, math and writing methods and approaches.
- Our goal is to continue this momentum through close monitoring of data that will be conducted by the Data Inquiry Team and Assessment Team to ensure that instructional support is closely aligned to IEP recommendations and individual student needs.
- Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.
- Conference observations of student book club conversations that are thought provoking, high level, and exhibit deep thinking.
- TCRWP Assessment is used to monitor change over time in reading levels.
- Standardized Test Data
- This year we will pilot a series of Genre Based Assessments in grades 3-5 and K-2 will be assessed for early intervention.
- Evidence of a reflective stance of students and teachers in the learning process.
- Narrative Assessment Tool 4 times a year-Oct./December/March / May
- Use of NY Start Acuity, ARIS, ITT Modeler, Predictive and ITA Assessments to analyze and inform instruction
- Faculty conferences dedicated to Grade level inquiry /individual class inquiry work.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Articulation between AIS Person and Classroom Teacher
- Administration conducts daily instructional walk-throughs and one on one instructional/data conferences with teachers and provides instructional feedback and support.
- Data Binders by Grade and Class
- Targeted grade level inquiry work 4 times a month.
- Parent feedback and reflection from focused Parent's as learning Partner Sessions Monthly.

Para Professionals-We have taken a vested interest in the professional growth of these staff members. We want them to be as skilled as they possibly can be so that they can instructionally support the classroom practice. They have participated in the following training:

- Behavior management techniques
- Rick Lavoy-FAT City Workshop-Looking through the lens of a disabled child
- Small Group Guided Reading Instruction
- Full study of developmental disorders
- Reading and understanding their part in IEP goals
- SESIS
- RTI
- Many have trained to use the EPI Pen in case of a medical emergency.

As outlined, as a community of practice, we are committed to continuing to grow ourselves professionally. Our goal is and always has been to provide our children with a quality education that will prepare them to face the challenges they will encounter as they move along the teaching and learning continuum.

### **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.

P.S. 38 has a strong collaboration with our local council and community CBO's. Our Councilman has contributed to all the structural upgrades in our building, we now have an all purpose room that was renovated (serves as a gym, cafeteria and assembly hall). As a result of this upgrade we now have 2 lunch periods. Once upon a time we had 3 lunch periods with 6 rotations. Because of their generosity we have a multi media library, SMART BOARDS in every classroom, travelling laptops and this year, a sound system will be installed in our all purpose room.

Moreover, it is because of the Staten Island Foundation that we have been able to build capacity within our school community. We have been the recipients of a \$20,000 grant for the past 4 years that is used to defray the cost of Teacher's College Professional

## Development.

In addition to this, we collaborated with United Limited Activities three years ago on a Century 21 Grant that has afforded our school community an Afterschool Enrichment Program-Project SMARTS. This grant has enabled us to not only expose our children to a variety of cultural experiences (theatre, museum ,etc. ) but it has also enabled us to enrich the lives of our children in the following ways:

- Dance
- Violins
- Band
- Theatre
- Visual arts
- Robotics
- Sports-soccer, mighty milers, traveling basketball team
- Homework help-One hour is dedicated to homework support and 20 minutes to independent reading
- Japanese drums

Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.

Title 1 Allocation for students in temporary Housing.

Lastly, 3 years ago we partnered with the YMCA so that they could provide our school community with ESL Classes. Not only is this program open to our parents, but to the entire community.

## **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.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title Ila) and New York State School Support Supplement.
- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.

- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher’s College) – supported by Staten Island Foundation Grant and Title I Schoolwide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**Performance Tasks/National Core Standards:** By June of 2013 our school community will have a thorough understanding of the City-Wide Instructional Expectations that will set the standard for full implementation of the Common Core State Standards in 2014. By June 2013 Teachers will create 2 ELA (one in a content area) and two Math Performance Tasks (Math tasks will reflect the major work and key concepts of the grade), that are aligned to the Common Core State Standards and Chancellor's Initiatives, and by June 2013 students will be assessed with the performance tasks.

#### **Comprehensive needs assessment**

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

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

- This work is inclusive of ongoing inquiry and analyzing student work to drive student performance, and the continuous refinement of teacher performance and implementation of best practices through professional development.
- We will continue to integrate and align the Common Core State Standards with our curriculum and continue to analyze student work in a variety of forums to drive the chancellor's initiative of improving student performance.
- Through targeted inquiry work we will continue to improve student performance by analyzing student work and forming a think tank to create targeted, specific action plans aligned to individual and group student goals and monitor student progress in a timely fashion. This work will be inclusive of creating assessments and rubrics as a grade that measure student performance,
- Targeted inquiry work and curriculum mapping that aligns to Common Core Curriculum Standards.
- Targeted inquiry work in Content Areas and Integration of Informational Text and Performance Tasks.
- **The continued implementation of CCSS requires more rigorous writing, problem solving, and critical thinking and has helped teachers better connect learning across different subject areas and grade levels.** This year we will continue this work.

- The Principles of Learning have always been the foundation for our rigorous practice and expectations for instruction. Danielson's Framework for Teaching and Learning is very much aligned to the Principles of Learning and we began the School Year providing Professional Development to our staff around The Framework highlighting the congruence to lift the rigor of instruction and refine our practice and grow ourselves as professionals and learners.
- As a school-wide initiative, the School Inquiry Team and all teachers during grade level Inquiry meetings will continue to work diligently to analyze State Exam results and make the appropriate adjustments to our curriculum and supports for students so that they can reach and eventually exceed the higher standards as set forth by the State.
- Student progress is our goal with a focus on differentiating and targeting students more effectively in all settings with a focus on our top 1/3.
- Ongoing grade and collaborative inquiry to analyze student work, drive student performance, and continue to refine teacher performance and implementation of best practices through professional development.
- We will continue to integrate and align the Common Core State Standards with our curriculum maps to lift rigor to drive the chancellor's initiative of improving student performance.
- Through targeted inquiry work we will continue to improve student performance by analyzing student work and forming a think tank to create targeted, specific action plans aligned to individual and group student goals and monitor student progress in a timely fashion. This work will be inclusive of creating assessments and rubrics as a grade that measure student performance.
- Continue to work with our TC staff developer and network support person to prepare the performance tasks that are aligned to the CCSS.
- Continue Targeted inquiry work in Content Areas and Integration of Informational Text and begin to create Performance Tasks.
- The Assistant Principal, Principal, and one inquiry team member will attend District professional development beginning this summer and throughout the 2012-2013 school year, that will aide in the role out of this work and will turnkey the information to teachers at grade level inquiry meetings.
- To continue to build capacity school teams will continue to attend Common Core State Standard planning sessions with District Deputy of Instruction.
- We will continue grade level inquiry Wednesday meetings. All meetings will take place on Wednesday afternoons from 2:35-3:25 p.m. This will allow for role-over of new information and application of targeted inquiry strategies with a focus on National Core Standards and work that is integrated across the content areas building wide.

- Teachers at grade meetings analyze data to target students/subgroups, and will monitor and modify their practice and approaches based on data results, student performance, and teacher observations.
- The Data Inquiry Team will continue to carefully examine data and make data driven decisions that impact the entire instructional program. As a result of this team we will be able to articulate findings and ideas to teachers to successfully address the needs of targeted students
- This Team will contribute to the revision and reshaping of our extended day program to meet the instructional needs of students at risk and in need of enrichment.
- The team along with administration, will continue to build capacity by refining the practice of grade level inquiry teams that target small groups, monitor and revise student's progress, and provide and create effective strategic lessons that meet their student's needs.
- Teachers of grade level inquiry teams will continue to use a variety of soft and hard data to differentiate instruction in the classroom and target students who need intervention with additional conferencing, small group instruction, and one to one instruction specific to skills and strategies in need.
- Informed effective discussions, planning at grade level meetings, professional development, continued support from administration and ISC math support, and providing teachers with several common preps to plan as a grade, will continue to facilitate this effort.
- The insight we gain from our IEP teacher will continue to aid action research investigations to better service IEP students and allow teachers to apply modifications across content areas.
- All findings and new information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents.
- Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.
- We will continue to build capacity and utilize related service teachers to turn-key specific strategies and techniques used in their area of expertise to support students in their classroom settings.
- Continue articulation and sharing of best practices to set new goals and continue to grow ourselves and refine our practice.
- We will continue our *School-Wide Reading Comprehension Initiative* with a focus on integrating more informational texts across the curriculum in a variety of genres. Students will all carry home in their independent reading baggies, both books they can read independently and will now add 1 or 2 books on their instructional level and informational texts in a variety of genres to achieve their

reading goals.

- Information will continue to be shared building wide at a variety of forums and a series of parent workshops will be designed and implemented to inform, assist parents, and give them ideas for how they can play an active role.
- Resources that we use to anchor our work consistently are:
- The Continuum of Literacy Learning Pre K - 8
- Lucy Calkins Literacy / Writing Units of Study (upper and lower grades)
- Strategies that Work and the Toolkits
- Words Their Way Teacher Resource Books
- Excerpts from Understanding by Design

This year we have emphasized the use and integration of Danielson's competency 3B: Questioning to deepen student understanding and Questions of high cognitive challenge that are formulated by both the teacher and student in the following ways:

- The use of questions with multiple correct answers, or multiple approaches even when there is a single correct response.
- Effective use of student responses and ideas with a high level of student engagement in conversation.
- A variety of techniques will be used to prompt student thinking and push their thinking to higher levels inclusive of the use of thinking prompts.
- Discussion with the teacher stepping out of the central, mediating role.
- Questions will also engage students in exploration of content and provide think time.
- Students will use a variety of resources to collect information and investigate one topic in a variety of ways such as: note-taking, extracting important information from a video, analyzing artifacts, multiple texts in a variety of genres, as well as navigating the internet.
- Students will represent their inquiry studies and thinking by creating a variety of cumulative projects and presenting what they have learned to others orally.
- Students will transfer their thinking in written form utilizing a variety of structures such as persuasive essay, literary essay, informational report/project, debate, argument/opinion writing, reviews, expository, historical fiction piece, etc...
- Student notebooks will reflect Domain 3 and convey investigation questions, hypotheses, lines of thinking, perspectives, supporting evidence, and will reflect a variety of strategies taught.
- Students will independently decide which strategies best suit their purpose and apply strategies accordingly.

- Students will formulate many questions and initiate topics while making contributions to the investigation/discussions extending discussions and enriching them.
- Students will hypothesize, make connections and challenge previously held views and all students' responses to questions will be valued encouraging them to take risks.
- Students will learn to test their ideas against those of their classmates and support their thinking with evidence.
- Students will learn to think like a test maker, not a test taker by analyzing a variety of higher order question types aligned to CCSS and state tests.
- Teachers will revise their lesson plans and curriculum maps to reflect instruction across the disciplines that is rich in experiences in reading, writing, and speaking, listening, and reporting on questions that are text dependent and emphasize citing the text with evidence, making a claim or argument and supporting it with text evidence, collecting information from a variety of resources to report on a single topic or theme.
- The integration of close reading across a variety of genres with short complex excerpts of text in a variety of text structures which students will learn to analyze deeply, annotate, interpret and think deeply about.
- The integration of reading materials in a variety of gradually increasing text complexities.
- Book clubs will facilitate the use of high cognitive questioning and the development of critical thinking skills.
- Teachers will continue to study close reading and the use of the Depth of Knowledge to raise the level of instruction and deepen thinking.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our community outreach has grown over the years. Our Parent as Learning Partner days have been used as a forum to establish a bridge between school and home, for example; parents have gained a better understanding of how children learn to read, learn to write, develop math problem solving skills, etc. These monthly classroom visits have enabled parents to acquire a repertoire of skills and strategies that they can use at home to support their children. We also have parent workshops in reading, science, testing, ESL, math and other school related topics.
- Parents are also given books and math manipulatives, as well as a variety of materials for use at home. Today we also have the instant messenger automated phone contact to communicate friendly reminders in regard to all school events, activities, and attendance.

- We will continue to implement informative hands-on reading/math/ [CCSS](#) workshops for parents, grades K-2 and 3-5. Additionally, our monthly Parents as Learning Partners sessions will continue to provide parents with opportunities to observe and engage in learning in their child's class around a specific focus.
- Information will continue to be shared building wide at a variety of forums and a series of parent workshops will be designed and implemented to inform, assist parents, and give them ideas for how they can play an active role.
- We will continue to implement informative hands-on reading/math/core standards workshops for parents, grades K-2 and 3-5.
- Parents will be invited to attend all curricular and enrichment celebrations and performances aligned to instructional initiatives..
- School Leadership Team Meetings and Learning Walks with a specific lens and debriefing/sharing/questions.
- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Information will be shared at a variety of forums: Leadership Team, PTA, Parents as Learning Partners, round table progress discussions, etc
- Parents as Learning Partners will give parents an opportunity to observe and engage in learning along-side their child. Each monthly session has a particular instructional focus.
- School-home communication will be ongoing: Phone messaging service, letters, conversations/meetings, monthly grade curriculum newsletters, etc...
- All written communications are translated to accommodate non English speaking families and our parent coordinator is fluent in Spanish and is used for oral translating with Spanish speaking families.
- Our ESL teacher is fluent in Russian and Spanish and our custodian is fluent in Albanian and are instrumental in communicating with our very diverse community when needed.
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#### **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 become highly qualified, in order to achieve this goal.
- Teachers will analyze and unpack performance assessment bundles in the ARIS common Core library and use these bundles to serve as a model for how they will design performance tasks.
- Multiple entry points for diverse learners emphasizing Gardner's Multiple Intelligences and a variety of strategies is considered and integrated into performance tasks.

- Related service personnel will turn-key and articulate with classroom teachers specific strategies in their area of expertise so that teachers can continue to use them with diverse learners.
- Integration of technology into performance tasks and teachers share of best practices integrating technology: laptops, smart boards, multi-media websites, etc.
- Teachers will work together as a grade. Performance tasks will be aligned to Common Core Standards and a content area units and emphasize informational text, writing, higher order thinking skills and high level inquiry work that is project based.
- Teacher planning sessions and inquiry sessions to ensure math performance tasks will be rich in math content vocabulary and emphasize higher order thinking skills to problem solve real world situations. Students will reflect on and explain their thought processes and show their work in both writing and orally.
- Our ESL teacher has shared strategies and methods for Juicy sophisticated language and common core language will be used to lift the rigor of performance tasks.
- Teachers will collaborate to research and use variety of resources to design and create performance tasks: Common core standards, performance bundles, Math resources provided by district math liaison, Units of study in reading/writing, social studies curriculum, Non-fiction tool kit, websites,
- Teachers will collaborate to create uniform rubrics on a grade to measure student performance on the ELA and Math Performance tasks.
- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- As per the Chancellor's expectations, the staff has been dissecting the ELA and Math bundles (performance tasks).
- These tasks will be used along with the math bundles located in the Common Core Library as a model and guide for the development of
- own tasks in math.
- Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.
- We will continue to build capacity and utilize related service teachers to turn-key specific strategies and techniques used in their area of expertise to support students in their classroom settings.
- Continue articulation and sharing of best practices to set new goals and continue to grow ourselves and refine our practice.
- We are consistently going into search engines for informational materials that we can use to enhance our curriculum and broaden the lives of our children. Much of the work we will be doing with our District Literacy Liaison will be around text complexity and the use of

unpacking strategies to continue to introduce complex text to our students.

- Curriculum Mapping-Across the grades there is a common planning thread that is visible and evident throughout the building. We have used the Understanding by Design model to compose our maps. There is instructional coherence. Both children and staff (and parents as well) have a common language that has grown over the years.
- Bloom's Taxonomy/Depth of Knowledge continues to be embedded into instructional language, continuing to meet the needs of the variety of learners in the classroom. Tasks are created to scaffold higher order thinking from "remembering (level 1) to creating (level 6).
- We have on-going differentiated professional development that is aligned to specific grades and teacher needs. We have worked closely with Teacher's College Reading and Writing Project for the past 6 years, currently we continue our work with TC, but we also have the District Deputy Director of Instruction working with Grades 3-5 to lift the level of reading work.
- Through our work with TC we have refined our assessment lens to specifically target student needs in reading and writing and gear strategies that are specifically aligned to their needs that consistently keep children intellectually engaged.
- The school has taken huge strides in the use of technology to enhance classroom practice and engagement. There are Smart Boards in every classroom and they are infused within instruction. This tool is used as one of the many methods of presentation and differentiation. Moreover, technology is used as a teacher resource tool for communication, access and organization of data, in addition to peer to peer professional development.

Para Professionals-We have taken a vested interest in the professional growth of these staff members. We want them to be as skilled as they possibly can be so that they can instructionally support the classroom practice. They have participated in the following training:

- Behavior management techniques
- Rick Lavoy-FAT City Workshop-Looking through the lens of a disabled child
- Small Group Guided Reading Instruction
- Full study of developmental disorders
- Reading and understanding their part in IEP goals
- SESIS
- RTI
- Many have trained to use the EPI Pen in case of a medical emergency.

As outlined, as a community of practice, we are committed to continuing to grow ourselves professionally. Our goal is and always has been to provide our children with a quality education that will prepare them to face the challenges they will encounter as they move along the teaching and learning continuum.

### **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.

P.S. 38 has a strong collaboration with our local council and community CBO's. Our Councilman has contributed to all the structural upgrades in our building, we now have an all purpose room that was renovated (serves as a gym, cafeteria and assembly hall). As a result of this upgrade we now have 2 lunch periods. Once upon a time we had 3 lunch periods with 6 rotations. Because of their generosity we have a multi media library, SMART BOARDS in every classroom, travelling laptops and this year, a **brand new sound system has been installed in our all purpose room. They have also granted us with the funds to install cameras throughout our hallways. We have a separate outside TCU unit that houses our SBST Team and Related service personnel, both which work with students and meet with parents. Although a school aid is posted at Exit 5 to monitor traffic to and from the TCU and to assure that no outsiders enter our building through this exit, we are short staffed and cameras are a necessary safety feature.** Moreover, it is because of the Staten Island Foundation that we have been able to build capacity within our school community. We have been the recipients of a \$20,000 grant for the past 4 years that is used to defray the cost of Teacher's College Professional Development. In addition to this, we collaborated with United Limited Activities three years ago on a Century 21 Grant that has afforded our school community an Afterschool Enrichment Program-Project SMARTS. This grant has enabled us to not only expose our children to a variety of cultural experiences (theatre, museums,etc. ) but it has also enabled us to enrich the lives of our children in the following ways:

- Dance
- Violins
- Band
- Theatre
- Visual arts
- Robotics
- Sports-soccer, mighty milers, traveling basketball team
- Homework help-One hour is dedicated to homework support and 20 minutes to independent reading

Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.

Title 1 Allocation for students in temporary Housing.

Lastly, 3 years ago we partnered with the YMCA so that they could provide our school community with ESL Classes. Not only is this program open to our parents, but to the entire community.

### **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.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title IIA) and New York State

## School Support Supplement.

- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher’s College) – supported by Staten Island Foundation Grant and Title I Schoolwide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**Mathematics:** By June, 2013, there will be a .5% increase in the number of students in grades 3-5 meeting and exceeding proficiency in Math from **82.5%-83%** and a .5% increase in student progress as measured on the NYS Math exam.

### **Comprehensive needs assessment**

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

### **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.

From September **2012 to June 2013** during a 60 minute block the implementation of Every Day Math, which is aligned to NYS Core Standards, will continue to improve student performance in mathematic skills, concepts and problem solving for *all students* at P.S. 38. The following instructional strategies, which are scientifically researched based will be part and parcel of our instructional program:

The following skills and strategies will be addressed within the classroom, push in, pull out programs:

- Accountable talk
- Reinforce the use of problem solving “strategy charts” to support student independence
- Focused math skills and strategy development
- Utilizing daily math “Do Now” exercises to reinforce previously learned skills.
- Visibility of math content vocabulary through use of classroom word wall.
- Refinement of mini lesson / workshop model
- Refined use of manipulatives and accessibility of manipulatives for all classroom work to bridge the gap between the concrete and abstract math concepts.
- Teaching problem solving strategies to be used with math exploration activities, including the collection, organization, analysis and interpretation of data (tables, graphs, charts)
- Continued modeling of effective skills and strategies that address multiple intelligences, individual student needs and the

constructivist approach to individualizing and differentiating classroom instruction.

- Effective strategies that utilize all manipulatives as appropriate to enhance and reinforce math instruction
- The use of math games that provide concrete experiences and explorations to enable students to develop a strong foundation in math concepts and skills.
- Engage students in solving multistep problems with real world examples with more complex and higher order thinking skills.
- Explore real world examples in which necessary information is omitted
- Ready books will be used as supplement to math program
- We have purchased Go Math as an additional support to provide additional practice with math strands EDM does not provide additional practice with.
- Introduce multistep strategies to solve for missing information.
- Students recognize that there are multiple ways to solve a problem and demonstrate such.
- Recognize key words (language of text) in order to plan the procedure to solve a problem.
- Integrate interpretation and more sophisticated language.
- Pacing students in order to build stamina with reading and computing problems in a timely fashion.
- Encourage more reasoning and estimation.
- Differentiate between a digit and number.
- Introducing sophisticated and rigorous content vocabulary such as writing “equations” with “constants and variables” in 4<sup>th</sup> and 5<sup>th</sup> grade.
- Being able to work with time and elapsed time.
- Showing work.
- Analyzing more complex patterns, reasoning, and thinking logically to complete a non obvious or anticipated sequence of the pattern.
- Students with speech/language processing and impairments will be candidates for test modifications by which questions that do not measure comprehension are simplified (rephrased)
- Enabling students to plan, monitor, and evaluate their progress.
- Teachers will utilize the NAEP Task Complexity Classifications in order to provide balance in assessment by making distinctions in item (assessment) complexity in three levels:
  - Low Complexity- students are expected to recall and recognize previously learned concepts and principles. Tasks are specific and are one-step problems.
  - Moderate Complexity- tasks are not specific, have more than one step, students need to make decisions and plan out the problem solving procedures.
  - High Complexity-tasks are more abstract, there is a heavy demand on students to reason, plan, analyze, judge, and think in an abstract and sophisticated way.
- Effective use of rubrics, good questioning techniques and the selection of performance based tasks that address the process and thinking in problem solving
- Integration of math within other content areas that will utilize real world math situations to further an interest and appreciation of math as global and worldly
- Continued action research with Math Connects in the 4<sup>th</sup> grade and in small group as a supplement to the EDM3 program to fill in

the gaps noted and as an additional intervention.

- Continue to hone in on and develop student's ability to reflect on mathematical processes and problem solving skills.
- Use of exemplars to lift the quality of student thinking around math processes.
- Use of post-its to do "On the go" assessments during the mini-lesson to support students who have not grasped concept of that particular mini-lesson.
- Use of math Coach Books grades 3-5 and Math steps K-2 to fill the gaps and provide additional practice with EDM does not account for in its design.
- Encourage students to continually talk with their math partner and/or teachers to show, explain, and support their math thinking and strategy usage.
- Daily classroom utilization of Smart Boards to support tactile lessons during whole class, small group, and 1:1 instruction.
- Careful monitoring of IEPs to ensure that students are receiving appropriate testing accommodations for ITAs, Predictives, and standardized Tests.
- Careful implementation of IEP test accommodations for classroom assessment that also provides practice for State Tests, etc
- Teachers are encouraged to use active research to target those students who need additional or revised testing accommodations.
- **Use of Acuity Benchmark and baseline assessments to inform instruction and formulate math word problems in grades K-2 as action research to target children earlier on who are exhibiting weaknesses in various math strands.**
- Use of daily reflection to solidify new math learning and to connect to real world application.
- Use of charts to demonstrate a variety of exemplary student responses.
- Analysis of data at the end of each unit in order to regroup according to student's needs.
- Use of pacing calendar to plan for adequate time frame for each unit.
- Use of RTI model to plan for and provide whole, small group, and 1:1 based upon varying student needs.
- Parents as learning Partners workshop offered during the school year with a focus on Math designed to bridge EDM school instruction with EDM Home-links.
- School Inquiry team will collect EDM unit test from 2<sup>nd</sup> grade to target students in need of foundational basic skills in math and create plans of action to articulate with teachers at Grade Inquiry Meetings.
- Hands On informative and interactive Parents As Learning Partners Sessions focused on Math curriculum and how children are learning.
- One additional period of math per week with a focus on Open ended questions, problem solving and showing and explaining methods, strategies, and the process used.
- Saturday Test Prep Academy
- **We will implement an intense Math Intervention/Data Driven pull out program one period daily for students in grades 3-5 who need very structured additional support in Math.**
- **The use of Math Benchmark/Baseline Assessments to identify students' math skills and concepts requiring reinforcements and additional instruction.**
- **Ramping up our math questioning and investigations to reflect the rigor and demand of PARCC, Danielson's Competency 3B, and the CCSS.**
- **Analyzing and utilizing Math Benchmark and Math Baseline question design to redesign and revise our own math questioning.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Grades K-2 informative Parent Math Workshops to support our Math initiatives to show that there is instructional coherence building wide, that learning is scaffolded across the grades and throughout the disciplines, and that the early years set the foundation for future learning.
- With the assistance of the parent coordinator and the school assessment team, an outreach for parent support will become part and parcel of our instructional program. It is imperative that parents recognize that they are stakeholders in the education of their children and that their involvement is critical to the development of the whole child.
- Through collaboration between our SBST Team, administration, and classroom teachers we will gather in round table forums with families to make parents fully aware of what IEP recommendations are and how their support at home will aid us in assisting the children to develop the skills that will prepare them to move into less restrictive environments and become productive members of our society.
- Series of hands on informative Parent Workshops to support our math initiatives grades 3-5, and rigorous Common Core Standards aligned to how children are learning.
- Focused Parent's as learning Partner Sessions Monthly.
- Our Parent Coordinator is a great asset to our learning community and liaison between the school and home. She is fluent in Spanish accommodating and translating for our Spanish families during workshops, PTA meetings, round table discussions, etc.
- Parent coordinator facilitates parents requiring assistance logging into ARIS and Acuity for student data.
- Grade Curriculum newsletters are sent home monthly to inform parents of upcoming units, activities and learning their child will be engaged in and expectations.
- All homework is aligned to core standards and the rigorous work children are engaged in. In grades K-5 teachers plan and create home work assignments so there is a common thread across the grades. In grades K-2 these assignments are typed and are sent home with each child at the beginning of the week.
- Parents are invited to curriculum orientations in September to provide parents with a clear sense of the curriculum and the learning

that will be taking place with their child, as well as expectations and responsibilities of children and school policy.

- Mid-year teacher strategy workshops for parents.
- Progress reports are sent home to inform parents of academic concerns and parents are invited to meet with the teacher to discuss concerns, look at student work/data, and create a plan of action.
- SBST Team collaborates and articulates with administration, related service teachers, classroom teachers, and families and facilitates round table meetings with families when necessary.
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.
- Parent workshops on Common Core State Standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Lead teachers attend a series of Math Metamorphosis workshops aligned to researched based best practices aligned to math CCSS and turnkey to their grade.
- Administration/teachers attend district workshop aligned to the demands of the Chancellor's Initiatives, CCSS, and preparation for state tests.
- Parents will be invited to attend celebrations aligned to instructional initiatives.
- Math goals and strategies for supporting students at home are shared with parents as well as the use of manipulatives to make learning more concrete.
- All students in grades 3-5 are invited to attend Saturday test prep academy. Letters and instant phone messaging communicate to families.

### **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 become highly qualified, in order to achieve this goal.

## Staff Professional Development

- Training on pacing calendar: coverage of Content Standards for NY State Math Tests Grades 3-5
- Items skills analysis for differentiating instruction.
- Teachers have been provided an invitation letter to access NY Start for student data results.
- Inquiry sessions to look at hard and soft math data and analyze item skills analysis to plan for individual and small group instruction.
- Grade level meetings used for looking at student work, discussing student progress and creating next steps.
- Expand teacher knowledge of math content through exploration based activities
- Continue to work on using assessments to create flexible grouping that best meets the needs of students
- Continue to work on the use of cooperative learning groups during the workshop model
- Looking at student work /Benchmark, Baseline / data to inform and drive instruction
- Understanding the use of Math Rubrics and Process of student responses
- Academic Rigor in a Thinking Curriculum
- Strategies that integrate literature into the math curriculum
- Use of technology and SMART BOARDS to enhance lesson planning
- Weekly Inquiry Team meetings continually revisit data in order to diagnose areas of weakness across a grade.
- Teachers will attend and continue to provide RTI professional development and strategy turnkey workshops to the rest of the staff to build capacity.
- Building capacity and supporting teachers by providing Professional Development with the support of our local NIS (Math Networking Instructional Support Person).
- Lead teachers attend a series of Math Metamorphosis workshops aligned to researched based best practices aligned to math CCSS and turnkey to their grade
- Everyday Math alignment to CCSS workshop. Teachers use EDM alignment strategies to revise math curriculum maps with an emphasis on the major math focus of their grade.
- Teachers will integrate daily word problem activities that are aligned to the expectation of the CCSS and foster independent higher order thinking skills and the use of a variety of math strategies with multiple entry points.
- Word problems will focus on the use of multiple math strands/skills to problem solve with a strong focus on process and constructed responses to problem solving.
- Teachers will compile their word problems to create a Math Word Problem Resource Binder as a reference for all staff who may need access to a variety of word problems on different levels.
- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- As per the Chancellor's expectations, the staff has been dissecting the ELA and Math bundles (performance tasks).
- These tasks will be used along with the math bundles located in the Common Core Library as a model and guide for the development of our own tasks in math.

The following will be adhered to systematically to ensure that data is carefully examined, analyzed and used to drive instruction, monitor student progress and ensure that smart goals are specific, attainable and fluid:

- Sept. – June Data Inquiry Team- Weekly Sessions where data and student work is closely examined and analyzed
- Sept. - June Teacher observations and informal assessments
- Assessment Team Meetings-Monthly to monitor IEP Students / Referrals
- Monthly administration of Unit Math Tests
- Sept. – June Standardized Test Data will be analyzed and used to drive instruction
- Nov/ May Acuity will be used to analyze and inform instruction / Predictive Assessments and ITAs.
- Sept. – June weekly grade meetings dedicated to student performance and data analysis
- Share of best practices that transfers into classrooms.
- Faculty conferences: Grade /Individual level inquiry work.
- Tri Annually - The use of Math Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher
- Sept. – June Articulation between AIS Person and Classroom Teacher
- ARIS/Inquiry by Grade and Class
- **Teachers enter their targeted small groups into ARIS for monitoring and modifying their instruction.**
- Articulation from School Inquiry Team regarding EDM 2<sup>nd</sup> grade unit math tests
- Data driven strategy/skill based extended day groups will be monitored for progress in specific skill areas.
  
- Saturday Test Prep Academy
- Student Math Notebooks that show mathematical thought processes and reflections around problem solving with a connection to real world problems.
- Evidence that students are able to solve a problem using several different strategies.
- Evidence that students have a repertoire of strategies for problem solving.
- Students are able to articulate how they arrive at an answer, their strategy and step by step process.
- **Mid-year teachers revisit extended day groups and re-organize as per students in need of targeted math intervention extended day instruction.**

### **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 ensure continuity of good practice and pedagogical growth in the areas of reading and writing, I have partnered with the Staten Island Foundation. Through their generosity, I have been able to blend highly qualified monies with the \$20,000 grant I get from the Staten Island Foundation to fund TC Professional Development. Additionally, 4 years ago I collaborated with UAU on a Century 21 Grant, this funding has provided my school with the ARTS Enrichment that regular funding cannot provide. This is an extended day program that runs from September to June from 2:35-6:00p.m. This is the last year of the program, we are in round 6, but we are awaiting to hear whether or not the program has been extended.

### **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.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title IIA) and New York State School Support Supplement.
- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher's College) – supported by Staten Island Foundation Grant and Title I Schoolwide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.

- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

**Comparison of AIS services 2010-2011 to 2012-2013**

	ELA	Math	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
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	# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS		# of Students Receiving AIS	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
<b>K</b>	0	4	0	4	N/A	N/A	N/A	N/A	0	20	0	0	0		0	0
<b>1</b>	30	20	30	20	N/A	N/A	N/A	N/A	3	6	0	0	2		0	0
<b>2</b>	29	16	29	16	N/A	N/A	N/A	N/A	1	13	0	0	0		2	0
<b>3</b>	26	23	26	23	N/A	N/A	N/A	N/A	1	17	0	0	1		2	2
<b>4</b>	38	20	38	20					1	7	0	0	0		0	2
<b>5</b>	42	20	42	20					4	23	0	0	0		0	0
<b>Total #</b>	<b>165</b>	<b>103</b>	<b>165</b>	<b>103</b>	N/A	N/A	N/A	N/A	<b>10</b>	<b>*86</b>	<b>0</b>	<b>0</b>	<b>3</b>		<b>4</b>	<b>4</b>

Hurricane Sandy has had a tremendous impact on our whole school community and although we forge forward with our rigorous curriculum, continue to implement the same strong common core aligned practice, and continue our efforts to sustain and grow both teacher pedagogy, student performance, and student progress, we cannot neglect the long term impact the storm will have on our families, student population, attendance rate, and learning. To date our attendance rate has dropped from 375 to approximately 330 students and continues to fluctuate as families find housing in other locations or return to their homes as they are rebuilding.

Our families and students have been devastated in tremendous ways and although the teaching and learning have resumed and there is a sense of normalcy at the school level, the truth is they have been traumatized emotionally, physically, and financially and their recovery will take years. We have partnered with Staten Island Mental Health to provide students and families in need with extra counseling and have coordinated our efforts with FEMA and The Children's Aid Society through The New York Times, to support them with items in need and to assist in finding housing.

The table above compares 2012 to 2013 AIS services provided to students in need and clearly demonstrates the impact the storm has had on our children and the organizational structures put in place to support their academic and social/emotional

needs. For example, there has been a significant decline in the number of students attending our targeted extended day program dropping from 165 students targeted for ELA/Math support in 2012, to 103 students attending in 2013. Our numbers continue to fluctuate as our families continue to find their way. The table also demonstrates a significant increase in the number of students needing at-risk counseling following the storm rising from 10 students in 2012 to 86 students in 2013. Our school psychologist, counselor, and social worker have worked diligently to collaborate with Staten Island Mental Health to provide small group counseling to students traumatized, one on one counseling when necessary, and to develop support for families and staff as well.

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Small Group Instruction:</b> Daily small group instruction in all classroom settings K-5 is data driven and differentiated based on, teacher informal observations, on the go assessments, and hard and soft data. This instruction is the driving force behind setting measurable student goals, and monitoring individual student progress/performance in a timely fashion to move children along the learning continuum. As a school we practice the Principals of Learning with a strong emphasis on Academic Rigor in a Thinking Curriculum and have integrated Danielson's Framework for Teaching and Learning/Domain 3 Instruction, with an emphasis on competency 3B: questioning. Students are immersed in academic and social language through out the school day. For example; children are grouped heterogeneously and all types of visuals, artifacts, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance students' background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.</p> <p><b>IEP students:</b> Multiple entry points for learners considering Gardener's Multiple Intelligences (tactile learner, auditory, kinesthetic, etc) and IEP goals and modifications</p>

are integrated in planning and designing small group instruction in all classroom settings. All related support teachers provide support services within the classroom setting alongside the teaching and learning that is taking place and modify instruction according to IEP specifications by integrating specific related service strategies into the teaching and learning. In this way IEP students are an integral part of the classroom learning community and strong articulation among related service personnel and classroom teachers is ongoing. Strong articulation among staff members contributes to developing a repertoire of best practices/strategies and methodologies for all students and facilitates round table student progress conversations with families. All modifications for IEP students are integrated into the class setting to prepare for test taking. This is inclusive of our extended day program.

**ELLs:** English Language Learners, both current and former, are targeted and monitored for support and children who are not designated ELLS or former ELLs, and are known to speak another language who are still acquiring the academic language, are also targeted within their classrooms.

Grade 1 ELLs (our largest number) are pulled in the afternoon for ESL as per their mandates and are supported with Reading Recovery. This is in addition to engaging and being immersed in the balanced literacy 90 minute reading block within their classrooms daily. While learning reading, writing, listening, speaking and thinking skills in order to attain English language proficiency, our ELL students are immersed in the Balanced Literacy approach of learning where they are actively involved in a learning process, working in cooperative learning groups, and engaged in differentiated instruction that addresses the individual needs of each student. Instruction is aligned with academic content area curriculum and is standard based. In the ESL program students are immersed in Mondo Oral Language activities daily. It builds upon student strengths and interests and supports what's being taught in the classroom. In grades 3-5 our ESL teacher follows a push-in model to support the intermediate and advanced ELLs in their classroom setting, modifying instruction along-side the teaching and learning taking place. In this way ELL students are an integral part of the classroom learning community and strong articulation among the ESL teacher and classroom teachers is ongoing. Strong articulation contributes to developing a repertoire of best practices/strategies and methodologies for all students and facilitates round table student progress conversations with families.

All modifications for current ELL's and former ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, and are allowed to use dictionaries and glossaries. This is inclusive of our extended day program.

We have an after school Title III program that meets 3 times a week with a strong emphasis in oral language development, use of informational texts, and writing.

**Targeted Top 1/3:**

As demonstrated in the State ELA Data, an area of concern is the urgency to address the reading needs of our top performing students. The data demonstrates that while our ELL and Special Needs students have been sustained and have steadily made gains, our top performing students have shown little or no progress. Thus, we continue to implement structures to support them such as the integration of close reading and higher order questioning prompting analytical deeper thinking. Moreover, our top 1/3 students in grades 4 and 5 are in a book club and receive one period of very challenging higher order thinking, accountable talk, and writing around a variety of texts as a push in support with another teacher. We continue to monitor and support our lowest and middle performing students as well. Students were grouped by ability in order to foster high level thinking, writing, talking, and reading. Teachers also engage in monthly Professional Development sessions with Teachers College Staff Developers to lift the rigor and quality of their work.

Our book clubs promote and foster high order reading, talking and writing skills. Bloom's Taxonomy/Depth of Knowledge/Domain 3 competency 3B is embedded in all work we do. This is not to say that by any means we are not continuing to target our ELL and IEP Students, the structures in place that have proven to grow these students continue to be refined.

**Reading Recovery:** Our Reading Recovery teacher provides one on one service to targeted students in grade 1 inclusive of ELLs that are performing in the lowest cohort. It is short term (20 weeks) and is a highly successful intervention. These children are provided with the strategies and skills that will strengthen them as readers and writers. Some of these skills are included but not limited to alphabetic code, phonemic awareness, and the early reading strategies of one to one match, fluency, and reading for meaning. Children are taught to use the three cues, meaning, visual, and structure.

Title III Monies are used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. We are a school wide project school, thus ELL's are included in everything we do that enriches the student's scholarly lives. We are also currently the recipients of a Century 21 Grant and all ELL's have been invited to participate in this enrichment based program. Although most of our ELLs are advanced, NYSESLAT data indicates there is a strong need to continue to develop the academic language of ELLs and apply those skills in their reading and writing. As a result we will have implemented a Title III after school

support program for students in grades 3-5 that will run from December thru June once a week for two hours. This program will have a strong emphasis on language/vocabulary development and the acquisition of the academic language across content areas through note-taking, writing narratives, and essay writing so that students will continue to develop and acquire the basic literary skills necessary to pass the reading/writing component of the NYSESLAT and State ELA exams. Additionally, to support our youngest ELLs in grades K-1, we have a Title III program that will take place from December through June once a week for two hours a session that will focus on oral language development through song, dance, poetry, readers theatre, etc, with a very interactive hands-on approach that will be highly engaging and motivating.

**Extended Day Programs:** During extended day targeted students will receive intense skill driven remedial work in reading and math instruction. Math will be centered around basic math skills and other areas of need as evidenced by standardized tests and ACUITY. This year we will also have a strong focus on open ended responses and reflecting on mathematical problem solving. Reading will be data driven with an emphasis in reading comprehension and the seven reading skills as mentioned throughout this CEP and based on individual student data. This year teachers have looked across their grade to develop groups of students among the grade with similar needs. Instead of just working with small groups within their own class, students with similar needs in Math, Reading, and reading text bands on similar levels will be grouped so that differentiation is specifically skill/strategy based for more targeted intervention.

Extended day services are data driven: Our fluid data drives our extended day program. We are constantly examining running records, benchmark and baseline assessments, etc, to group our students and provide them with the added support they need. Differentiated and based on the needs of the students, the program groups newcomers for rich language experiences through readers theatre, poetry, songs, music and art. Students with extension of services are grouped for intensive strategy building and, academic driven intervention that is rigorous and aligned to their academic goals. It is also ensured all IEP goals are met via small group intervention. The following methods and approaches are a school wide practice and are immersed both during the school day and during extended day :

- Use of leveled libraries
- Use of manipulatives for math, and other content areas
- Inquiry / Project based learning
- Hands on, exploratory and investigative learning

- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention

**Classroom Response To Intervention and Differentiation:** Students will be addressed 5 days a week within every classroom setting. Through response to intervention (tiers 1 and 2) and observations of hard and soft data, teachers will target students for 1 to 1 and small group differentiated instruction that will be aligned to individual student goals and the Core Standards. This instruction will be monitored closely and periodically for progress and attainment of goals. Oral language is one of the largest reasons why children are unable to comprehend what they are reading and why children exhibit difficulty expressing themselves in writing. We administer the oral reading assessment in the early grades K and 1 and all grades have been provided with an oral language kit. These kits contain a flip chart of visuals (Photos) that are used as stimuli for oral reading sessions, text cards, and guide books with the oral language assessment, and a non-fiction guided reading kit. We provide a variety of opportunities for students to develop their oral language such as turn and talk, book clubs and modeling language. The use of visuals and books that are thought provoking stimulate and encourage students to talk about them, and express their thoughts and opinions supporting their thoughts with proof/evidence of such. The integration of words their way and strategies for unpacking juicy language and the demonstration and use of language/thought prompts assist students as they learn to frame and express and elaborate on their thinking and writing. We have found that strong articulation between classroom teachers, related service teachers, and cluster teachers highly effective when targeting and monitoring student progress and this articulation contributes to round table student progress conversations with families, as patterns in performance typically present themselves in a variety of instructional settings.

**Saturday Test Prep Academy:**

Our traditional and very successful Saturday Test-Prep Academy focuses on the development of test-taking strategies, reading stamina, math process, and vocabulary related to the content area and is aligned to the CCSS in Literacy and Math. This is a program that has proven successful in promoting student achievement. The purpose of this Academy is to expose the students to the kind of reading and math work they will encounter on the state ELA and Math exams. It will expose them to the types of questions that will be asked, the process of elimination, problem solving and reasoning strategies, and how to best respond to questions in writing. It will also help them continue

	<p>to develop the stamina they will need on both exams. Based on State Test Results and by popular parental demand, we continue to sustain our Test Prep Academy. Additionally, all Ells are invited to attend our 21 session Saturday Academy.</p> <p><b>Leveled Library Intervention</b> will be provided to a small group of third grade students during extended day. The students selected have similar needs in reading. Based on data, children will be designated for extended day support in reading and/or math. The extended day groups are formed based on skills needed and students are grouped accordingly.</p> <p>.</p> <p><b>Enrichment groups (project S.M.A.R.T.S.):</b> We continue to challenge high level 3 and 4 students as well as all other students in attendance during our after school Project S.M.A.R.T.S. enrichment program. This program has instituted a variety of enrichment clubs which encompass interest-based inquiry studies that are literature rich and hands on. These motivational clubs develop higher order thinking skills and go deeper with the comprehension, application, and evaluation phases of Bloom’s Taxonomy. (Delineated throughout the CEP) This program has enabled us to enrich the lives of our students through the following clubs: Dance, violins, band, theatre, visual arts, robotics, and Sports such as a traveling basketball team. Moreover, one hour is dedicated daily to homework support and 20 minutes to independent reading.</p> <p><b>Explode The Code Phonics</b> grade one intervention. Targeted support for grade one students during extended day, that need to learn how to decode. Students identified by classroom teachers.</p> <p><b>Wilson</b> grade 4 extended day. Targeted for students who need additional support in word attack skills.</p>
<p><b>Mathematics</b></p>	<p>During extended day targeted students will receive intense skill driven remedial work in reading and math instruction. Math will be centered around basic math skills and other areas of need as evidenced by standardized tests and ACUITY. This year we will also have a strong focus on open ended responses and reflecting on mathematical problem solving. We have purchased Ready Math for all grades as an additional support for practice in specific math skills areas. Students will receive support to enhance student math reflections on strategy use when problem solving. Use on math content vocabulary and explanation of math thought processes will also be emphasized. Data will drive math extended day groups and students will have personal math goals and be monitored for acquisition of these goals in a timely fashion.</p> <p>We have restructured grades 3-5 pulling out Level 2/Low 3 students one additional period</p>

	a day for intensive math instruction aligned to CCSS with an emphasis on multi-step problem solving that encompasses the application of a variety of content skills and strands with multiple entry points for learners.
<b>Science: Science Lab Extended Day Foss Kits</b>	Science is taught for a double block of time (90 min.) in every grade (FOSS Kits) with an additional period in the science lab for hands-on investigation, inquiry, and research Grades K-2. Grades 3-5 have two periods of science in the lab and a double block of science in the classroom once a week. The students have been immersed in the scientific method and concepts that will enable them to continue to move forward in this content area and meet the standard. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet Core standards.
<b>Social Studies: Integrated during Literacy AIS SETSS</b>	Grades K-5 will each teach between 2 -3 periods of Social Studies a week. There will be units of study integrated during literacy, such as Immigration and the Revolutionary War. However the bulk of the S.S.'s units will be addressed during the periods dedicated to the teaching of Social Studies. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet Core standards. All SETTS grade one students are pulled daily for data driven strategic guided reading.
<b>At-risk Services provided by the Guidance Counselor</b>	Students are recommended for counseling by the parents and teachers. Ms. Stacey Kaplan uses a variety of anger management and conflict resolution strategies to work with children who exhibit social/emotional problems. She also articulates with parents and teachers on a regular basis.
<b>At-risk Services provided by the School Psychologist</b>	The school psychologist assesses and evaluates all students recommended for less or more restrictive environments and or children at-risk. Our special education population is quite large for a small school. Her time is spent on evaluations, conferences and SAT meetings. <b>This year as a result of the storm, our school psychologist has been an integral part of our counseling team.</b>
<b>At-risk Services provided by the Social Worker</b>	The social worker works very closely with the SAT. She services children recommended by parents and teachers and articulates with parents and teachers on an ongoing basis. She also sits in on IEP annuals and conferences. <b>This year as a result of the storm, our school social worker has been at the helm of our work with Staten Island Mental Health and all counseling efforts extended to students, parents, and school community.</b>
<b>At-risk Health-related Services</b>	Our school nurse monitors students with peanut allergies and asthma who have epi-pens, or asthma pumps and require treatments during the school day. She also assists in the regulation and monitoring of student glucose levels that are diabetic and require insulin shots. She assures that students are in tune to symptoms of an attack or know when something doesn't feel right and communicates with families of these students in regard to their physical well being.

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

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

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

### **School Parental Involvement Policy**

Public School 38 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire

school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**General Expectations:** Public School 38 agrees to implement the following statutory requirements:

**1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- To conduct an annual meeting of Title I parents as well as monthly updates, to inform them of the Title I program and the expectation that they will be involved.
- To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
- To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
- To provide parents with timely information on programs.
- To provide performance profiles and individual student assessment results for each child and other school district information.
- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and again in the spring. Additionally, parents are encouraged to observe classrooms at any time they wish and if a situation arises that demands immediate attention, round table conversations are arranged.
- Progress reports are provided for parents of students who are monitored on an ongoing basis.
- Parents are assured that they may participate in appropriate development activities, workshops in reading, writing, math, science and social studies, assessments, and Core Standards, as well as other school related topics.
- To provide parents of students in need of additional support with related services, Academic Intervention Services, SETSS, Reading Recovery, and Enrichment programs that meet and or address the needs of their children.

**2. Parents will have reasonable access to staff and data in the following ways:**

- Progress Reports
- Report Cards
- Informational Memos
- Parent / Teacher Conferences/Open houses
- Round Table Conversations
- Preps used for parent / teacher conference
- Classroom observation
- Classroom Celebrations
- Kindergarten and First Grade Orientation and Open House
- Grade Curriculum Meetings held in September
- Instructional, interactive Monthly Parents as Learning Partner Sessions
- Phone conferencing
- Parent Workshops
- ARIS Parent Link

- Parent Coordinator
- PTA
- School Leadership Team Meetings

**3. Parents will be provided with the opportunity to volunteer and participate in their child's school wide activities in the following ways:**

- Visit school during open school week and curriculum conferences
- Classroom orientations
- Cromwell Café
- Read Across America Day
- Reading Volunteers
- Plant sale
- Parents as Learning Partners Monthly Sessions
- Title I Parent Committee and Title I Trips
- Monthly PTA and Executive Board Meetings
- Evening with an author and Teddy Bear Night (Literacy based)
- Picture Days
- Fund Raising
- Title III/Project S.M.A.R.T.S. Enrichment Program Culminating Celebrations
- Classroom Celebrations
- Community Art Day
- Learning Leaders
- Class Trips
- Pumpkin Patch
- Student of the Month
- Holiday Fair
- Book Fair
- Annual Kickball game
- Unified Games
- School Spirit Day
- Box Tops for Education
- Penny Harvest
- March of Dimes
- Calling All Poets
- The Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
- Talent Show
- Title I Breakfast/ Luncheon

- Parent Art Workshops
- Monthly Grade Assemblies
- End of Year Award Assemblies
- Stepping Up Ceremonies
- Marathathon through St. Jude's Children's Hospital
- Penny Harvest

### **Description of How School Will Implement Required Parental Involvement Policy Components**

- A. Public School 38 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.):
- The School Leadership Team consists of a minimum of 3/maximum of 5 parents. The Title I Parent Committee consists of a minimum of 3 parents, maximum of 5 parents.
  - The Executive Board consists of a minimum of 3 parents/maximum of 6 parents that reach out to the parent constituency in regard to parental involvement, our plans for the expenditure of Title I parent funds and programs, ELL Program expenditures, concerns, and all activities and events that take place throughout the school year including presidency, treasurer and recording secretary.
- B. Public School 38 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- Parents will be included in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; moreover the following forums will be used for sharing of information:
  - At the first PTA meeting of the year all data from previous school year / implications for improvement are shared with parent constituency
  - The School Leadership Team conducts learning walks and information gathered is used to improve the teaching and learning framework.
  - At each monthly PTA meeting, Title I information that is current and related to data or school improvement is disseminated and shared.
  - Parent workshop on the writing process and the components of the process-Units of study in writing and Core Standards.
  - Parent reading workshops: early and upper grade reading strategies and reading assessments and Core standards.
  - Parent workshop on social studies –What is meant by inquiry / project based learning and Core Standards.
  - Parent workshop on the scientific method and the workshop model in the teaching of science. What does “hands on”, mean? (Core Standards)
  - Parent workshop on Math, the use of manipulatives and a variety of strategies students are learning to problem solve.
  - Parent workshops on student goals and strategy support tools to attain goals and support students at home.

- Parent workshops on accessing data from the internet such as Instructionally Targeted Assessments, Predictives, Grow Reports and ARIS.
- Parent workshop on Standardized Data and its' implications.
- Various ELL parent workshops
- Parent workshop on homework and effective homework help.
- Parent workshop on the Everyday Math program and the Reference Guide provided to each student per grade level and Core Standards.
- Parent workshop on the use of manipulatives in problem solving
- Parent workshop on New State Testing expectations, format
- Parent Art workshops aligned to Blue Print for the Arts
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child's report card.
- Workshops on School-Wide Discipline Code and the Respect For All Policy.
- Parent orientations.

C. Public School 38 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Hold an annual meeting to inform parents of the school's participation in the Title I Part A programs, and to explain the Title I Part A requirements, and the rights of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I Part A programs.
- Parents will be provided with information in an understandable format including alternative formats and in a language that parents can understand.
- Public School 38 will distribute exit slips/reflection/feedback sheets to parents participating in school-wide functions and activities. These evaluations will include comments, ideas, suggestions and reflections. This information will be utilized as a needs assessment to design and revise more effective parental involvement.
- Public School 38 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

D. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

- *The State's academic Core Content Standards*
- *The State's student academic Core Achievement Standards*
- *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*
  
- Through open communication between parent coordinator and parent constituents.
- Through a series of parent workshops standards per grade will be reviewed in a variety of ways so that parents understand the difference between academic content standards and the State's Student achievement standards.
- Through a series of parent meetings with PTA and in the classroom with targeted grades parents will be informed about the kinds of assessments and tests that will be administered to students, as well as the expectations of City and State officials in regard to promotional criteria.
- Parents will learn how to use the internet to access reading and math data. Acuity/ARIS assisted by Parent Coordinator
- Parents will learn how to monitor their children's progress over time and be informed of proficiency levels their children are expected to attain. Parents will learn how we use items analysis to support student achievement through intervention and enrichment programs.
- Parents will be provided with materials and strategies to help their students with homework
  
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy/math training, and using technology, as appropriate, to foster parental involvement.

E. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal, Assistant Principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent / Teacher Conferences
- Progress reports / Periodic Reports
- Round Table Discussions with School Assessment Team
- Annual school events and activities
- AIS Intervention letters
- Monthly School Leadership Team Meeting
- Monthly Executive Board Meeting
- PTA meetings
- Monthly Parents as Learning Partners
- Reading Volunteers
- Title III Celebrations/Project SMARTS celebrations

- Leadership Team meetings
- Tri-annual Attendance update memos
- Open communication between Parent Coordinator and parents as well staff

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

#### **1. School-Parent Compact**

The name of our school's representative to the District's Title I Parent Advisory Committee is: **Jen Camuso**

#### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home

- Making sure my child is on time and prepared for school
- Monitor attendance ( 90% or higher)
- Talking with my child about his / her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Parent Readers
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work, responsibility, and respect for all.
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy and our vision of "Respect for All"
- Support school policies
- Express high expectations and offer praise and encouragement or achievement
- Complete parent surveys
- Check child's folder
- Sign and send back all forms in a timely manner

### **Student Responsibilities**

- Come to school ready to learn and be the best they can be (90% or higher attendance rate)
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Think about the choices/actions they make
- Follow school policy and rules/school discipline code and our vision of "*Respect for All*"
- Follow the school dress code
- Understand and follow the school's "*Hands Off*" policy

- Do homework every day and ask for help when needed
- Study for tests and assignments
- Read 25 or more books per year
- Read at least 30 minutes every day outside of school
- Read at home with parents
- Get adequate rest every night
- Give to parents all notices sent home
- Believe in oneself
- Use what they have learned together with new learning.
- Always do their best work.
- Be the best person they can be!

**IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy will be in effect for the period of School year 2012- 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2012.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

## **Community Service Plan:**

The following events were created and established at P.S. 38 to give back to the community and facilitated in the moral development of our student body, teaching staff, and parent constituents. Our dedication and commitment to building community and becoming productive and caring citizens is derived from our School Mission Statement:

*Our vision is to be:  
the smartest  
the best and the brightest  
people we can be  
through our words and our actions.*

*We commit ourselves to being:  
responsible  
kind  
caring and giving  
members of the community.*

*Our school community believes that:  
by working and learning together  
we will achieve  
our goal of becoming  
curious, life-long learners.*

### **Our Community Service Plan for 2012-2013 includes but is not limited to:**

- Penny Harvest
- Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
- March of Dimes Walk
- ESL Classes through partnership with YMCA
- Turkey giveaways for families in crisis
- School-wide Valentines distributed to Staten Island Hospital and Island Shores Senior Residences
- Holiday Caroling at Island Shores Senior Residences
- Saint Judes Research Hospital Marathon
- Community Resource speakers: D.A.R.E. / Bullying Program Precinct 1

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Parent Survey Language forms are used to determine language dominance of both students and parents. Moreover, when parents come in for formal or informal conferences language dominance is also determined. Every attempt is made to communicate with parents. Spanish and Russian interpretations are available at the school level. Central Translation services have been used to translate forms and letters in languages other than the languages spoken and available at the school level.

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.

The major findings are that parents who speak a language other than English do need interpretation services. The two languages that are of dominance within our ESL population are Spanish and Russian. These findings are communicated to the school community via PTA meetings, SLT meetings, Executive Board meetings, Faculty Conferences and letters and memos sent to all constituencies. Additionally, the School Report card is visited frequently throughout the school year to discuss ethnicity and other data that is pertinent to our English Language Learners.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Most letters and forms are translated in Spanish and Russian at the school level. All other letters that do not come from Central are sent to the Translation Service that is provided by Central to translate. We have been fortunate that all translation that is needed at the school level is provided.

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.

Oral interpretation is available to all parents who speak Spanish and Russian. My Parent Coordinator and I speak fluent Spanish and my ESL Teachers speaks fluent Russian and can also communicate in Spanish. Thus far, oral interpretations are available and parents know that they can communicate their concerns to any one of us at any given time.

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>.

All letters are translated in Spanish and Russian and if need be letters needed in other languages are sent to the Central Translation Services for translation. Oral Interpretations are available in Russian and Spanish and children in need of evaluations in a language other than English are assessed in the language of the home. When the school is not able to provide the translation services, the school reaches out to the Region for support. I have a Translation Coordinator who sends to Central letters, forms, flyers that need to be translated into languages other than the languages spoken at the school level.

**Part C: Action Plan – Language Translation and Interpretation**

**Directions:** On the action plan template provided below, indicate the key actions to be implemented for the 2012-2013 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part B.</li> </ul>	<p>By June of 2013, through the translation services provided by Central, District 7 and the School parents will receive whenever feasible notification of all school events and activities in the language of the home. Additionally, oral interpretation is available and will continue to be available at the school level in Spanish and Russian.</p>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>Monthly September 2012 – June 2013.</p>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</li> </ul>	<p>ESL Translation Coordinator            Parent Coordinator            Principal, Everlidys Robles            ESL Teacher            DOE Translation Unit</p>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (including fiscal and human resources)</li> </ul>	<p>Language Translation and Interpretation Funding (<b><i>Title III Translation Allocation \$1065</i></b>)            Central Translation Services</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be</li> </ul>	<p>Periodic Parent Review            Projected gains in attendance at Parent Events, Activities, etc.            Tally of parents coming in for Translation services.</p>

collected as artifacts)	
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**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 <b>Jose Ruiz / Richard Gallo</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>038</b>
School Name <b>THE GEORGE CROMWELL SCHOOL</b>			

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

Principal <b>Everlidys Robles</b>	Assistant Principal <b>Nancy Murillo</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Emma Dukhovny</b>	Guidance Counselor <b>Stacy Kaplan</b>
Teacher/Subject Area <b>Karen Higginbotham</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Judith Anastasio-IEP Teacher</b>	Parent Coordinator <b>Mercedes Chow</b>
Related Service Provider <b>Justine Bolusi</b>	Other <b>Nancy Kearns-Testing Coord.</b>
Network Leader <b>Richard Gallo</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>374</b>	Total Number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>10.16%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions

During the initial intake one of the above licensed pedagogue who is trained and is a committee member will take time to administer the Home Language Survey and oral interview, during this interview the teacher / administrator will make sure to clarify each question for the parent so that the information we gather is extensive and accurate and clearly depicts the linguistic and academic background of the child. Please note that the HLIS form is available to parents in their own language, translations services are provided when needed. It is important to note that the information gathered is shared with the Pupil Accounting Secretary, School Leadership Team and all designated staff that is part of the ELL Intake Team. Immediately following this intake the child is LAB R'd. The ESL teacher will then schedule a parent orientation, this meeting is held within the first 10 days of every new student admitted into the NYC School System. At this time the Parent will view the CD and learn about language support programs that are available, then they will select one of the 3 programs offered, Dual language, Transitional Bilingual or the Free Standing ESL Program. A thorough explanation of each program is provided in the parents native language. At these orientation sessions which are ongoing, parents are clearly informed that once we have a group of 15 children of the same language group a bilingual class can be formed. Parents are also informed of programs available to them in the District that might accommodate their children's needs if for some reason we do not offer the program and have placed them on a waiting list. We are very diligent about the parent selection forms and the home language survey form, no parent leaves the school without filling them out and participating in an orientation session. If for some reason they need to leave with the form, we ensure the form is returned. We contact the parent via phone and email and will do all that is necessary to make certain that the form is returned. Via letter, parents are informed of program placement. A binder is kept in the office with a copy of the DVD and Parent Brochures for on the run registrations.

Besides the binder, in which all information is gathered, we also have a special informational sheet that is a living document and that is maintained monthly and examined carefully by the Collaborative Inquiry Team. It is updated monthly. How we communicated is clearly delineated in the aforementioned.

Besides one on one sessions and small group orientation sessions that are informative and inclusive of all administered assessments (ITA's Predictives, NYSESLAT), a NYSESLAT workshop is held annually. This NYSESLAT presentation is conducted by my ESL Teacher and Parent Coordinator. The ESL pedagogue clearly and explicitly demonstrates to parents the different parts of the NYSESLAT, what they are assessing, why it is administered annually, and how we prepare our students for this exam and how the results are used to differentiate instruction and placement throughout an instructional year. Parents are informed that students are evaluated annually until they demonstrate proficiency. Parents are also informed that children in grades 3-5 also take the ELA (other than those exempt for a year). The difference between both exams is carefully explained and demonstrated to all parents.

Our ESL Teacher administers the LAB R (English and Spanish for spanish speaking children) for incoming students and parents are

immediately notified of their ESL Status via letters that are sent home with each student in their native language. The letters have a sign off section that is returned to school. Please note that all letters are translated in all languages spoken, this ensures that parents are able to read all documents sent home. Moreover, within my school community the following languages are spoken and used for translation; Spanish, Russian, Albanian, Polish, Arabic, and sign language. Incoming students in grades K-5 from other public schools are researched on ATS to ensure entitlement and school records are immediately requested. ELL students who come in from other public schools are placed in a language program of their choice if available within the district, as our school currently only offers a free standing ESL Program.

Administration of Spanish Lab. for Spanish speaking ELL's proceeds immediately after it is determined by the English Lab. R Scores that their proficiency scores are at or below level. Once the child is lab. r'd in Spanish, the dominance in language is noted. Children are Lab. R'd within 10 days of initial enrollment. Children who must be assessed with the Spanish Lab. R are carefully monitored, these results are used to determine language dominance and assist in instructional planning at all levels, in ESL, in the Classroom and in all subject areas.

In examining the trends and patterns of the past couple of years we have noted that Parents continue to select our Free Standing ESL Program. Currently, it is the model of choice and though research says that Dual and Bilingual Programs are more successful than ESL Programs, our program has proven to be successful in regard to the number of ELL's that obtain proficiency annually, and demonstrate academic achievement on standardized exams. Thus far, program choice is aligned with parent requests, however should this shift, we will be prepared to offer parents what they want as long as funding is available and we have the number of students to open the class. (15 or more children who speak the same language in 2 consecutive grades.) If a parent opts for a TBE / DL Program and we do not have the numbers, parents will be encouraged to visit schools within our network or out of district that they might want their children to attend. In addition to this, we will have the District ESL Liaison meet with our parents to discuss the many opportunities available to them. All Parent letters are kept in a binder that is housed in the ESL Lab. Entitlement letters are distributed to the parents in their language, these letters are categorized in the following ways, letters that communicate to parents that their children have obtained proficiency thus no longer are entitled to ESL services. Another type of letter is the one that communicates to parents that they are entitled to continue services due to the Spring NYSESLAT Results. The third letter communicates to parents of new admits that as per the LAB.R and the parent choice, their child is entitled to receive ESL Services and is being placed in a program of their choice. It is clearly communicated to parents that ESL Services are State Mandated and the children will continue to receive these services until they obtain proficiency as per the NYSESLAT Assessment. The parent language survey, as described earlier in this document, is explained to and filled out with the parent at the initial interview by the licensed pedagogue who is a member of the registration committee. Copies of all documents are stored in a binder in the ESL Lab. We have an ongoing communication with parents, parents are consistently informed of their rights and choices at all PTA, SLT, ESL and Parent as Learning Partner Days. We have records of all parents on all grade levels and their preference for language programs. Almost every single letter, flyer, notice, bulletin that goes out to parents is translated. We make every effort to ensure that our parents understand what we are trying to say. Our instant messenger translates in Spanish, we have several staff members who speak the following languages: Spanish, Russian, Arabic, Slovak, Polish, Albanian and sign language. We use the translation services provided by Central when a language other than one we speak arises. On occasion for low incident translations, we reach out to our parent constituency for support. Thus far it has been very successful. In earnest, we honor any choice a parent has, however to date our Parents first choice continues to be a Freestanding ESL Program. I do want to know that if this trend at any point in time shifts, we will most certainly make every effort to accommodate the wishes of our parent constituency and create a program of their choice. In our Special Ed. Class we have an alternate language para and are always prepared to accommodate our students in any way that will help make them successful.

## Part III: ELL Demographics

### A. ELL Programs

<p><b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply</p>	<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 type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

**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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	5	5	5	5	5	5								30
<b>Total</b>	5	5	5	5	5	5	0	0	0	0	0	0	0	30

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	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
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	0	3	4	0	1	0	0	0	38
<b>Total</b>	<b>34</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**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

**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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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		4	3	3	2	1								13
Chinese		0	0	0	1	1								2
Russian		3	1	0	0	0								4
Bengali		0	0	0	0	0								0
Urdu		0	0	0	0	0								0
Arabic		1	0	0	1	0								2
Haitian		0	0	0	0	0								0
French		0	0	0	0	0								0
Korean		0	0	0	0	0								0
Punjabi		0	0	0	0	0								0
Polish		0	0	0	0	1								1
Albanian		1	0	0	0	0								1
Other														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>23</b>						

## Part IV: ELL Programming

### 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?

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our Free Standing ESL Model is push in and pull out. Moreover, in some of the upper grade settings my ESL teacher pushes in and collaborates and co teaches. Our beginning and Intermediate students receive state mandated double blocks of time for instruction daily, equaling the 360 minutes that they need for instruction. As a group they are either pulled for instruction or the teacher pushes in. Organizationally, ELL's are not placed in ICT Classes, they are heterogeneously grouped and proficiency levels are mixed, (except when a child has an IEP and is in an ICT setting). Within the classrooms the students are grouped for differentiated, small group and one on one instruction. This also allows me to maximize my ESL Teachers' support within the classroom.

In compliance with the mandated time frame, all beginners and Intermediate ELL's receive 360 minutes of instruction per week and Advanced ELL's receive 180 minutes of instruction. While learning reading, writing, listening, speaking and thinking skills in order to attain English language proficiency, our ELL students are immersed in the Balanced Literacy approach of learning where they are actively involved in a learning process, working in cooperative learning groups, and engaged in differentiated instruction that addresses the individual needs of each student. Instruction is aligned with academic content area curriculum and is aligned to the Common Core State Standards. It builds upon student strengths and interests and supports what's being taught in the classroom, as a school we practice the Principals of Learning with a strong emphasis on Academic Rigor in a Thinking Curriculum.

The teaching materials include high interest multi genre authentic literature, big books, trade books, manipulatives, visuals such as picture cards, audio CD's and cassettes, smart board interactive activities, as well as interactive CD Rom's for computer use. This year we will continue to reinforce our Words their Way Program ( word study) by adding a Words Their Way Resource Component to the ESL Program. Our goal is not just to develop vocabulary in isolation, but to develop the skills necessary, such as latin stems, vowel alternation patterns in related words and pairs, derivational relations, greek roots, , etc. so that they become life long decipherers of words.

Students are immersed in print and language rich environments, which allow them to build their schema not only from literature but also from ongoing field trips and hands on activities throughout the year. Instructional strategies are highly differentiated and aim to increase reading comprehension and writing skills, as well as critical thinking and speaking skills. Scaffolding is highly used in instruction for ELL's Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation are the types of instructional strategies on which instruction is based. In addition, strategies and skills that my ESL Teacher attained at ESL QTEL and BETAQ workshops are highly implemented during instruction at all grade levels. Some methods and approaches integrated within our practice are sheltered english, the unpacking of text by introducing "juicy words, juicy phrases, juicy language", developing theories of characters in book clubs and the use of bloom's taxonomy to foster high order thinking skills. Moreover, there is consistent articulation between ESL /general ed/ special ed./ and related service personnel. ELLS's are a consistent focus on Inquiry Teams, SAT Teams, as we are always thinking of the research based best practices and approaches that best fit the needs of our ELL Students. Moreover, I want to reiterate while in some cases we do pull out, the emphasis is on pushing in and team teaching.

## A. Programming and Scheduling Information

SIFE-Students with interrupted formal education; as defined by the SED-ELL's who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre literate in their first language. We have no SIFE students however, we are prepared to address the needs of any students who have had interrupted education in the following ways:

- Students are received like all other students and go through the process that all other new students to our school go through. The Parents are interviewed immediately and all measures and efforts are taken to access information that can assist us in ensuring that the child is appropriately placed.
- The Home Language Identification Survey is carefully filled out by the parents (in the language spoken at home), with the assistance of one of the team members. Immediately following this, the child is LAB R'd, any child who scores at or below proficiency in the English LAB R and speaks Spanish will be LAB R'd in Spanish. Our goal is to determine their language dominance. Immediately following the parent orientation the child is placed in a program of the parent's choice for the duration of one year. According to the new mandates, children who enter the US Public School system after April 1, 2010 are exempt from the ELA exam, but will take the NYSESLAT in lieu of the ELA and the NYSESLAT will determine promotion.
- Our instructional goal with SIFE students is to engulf them in a risk free environment that promotes student learning and social interaction. Noting that many times they are 2 or more levels behind, the goal is to target their academic needs rigorously and ensure that the support provided is long lasting. Bilingual materials will be made available for them such as; dictionaries, glossaries, native language materials in content areas, as well as the use of visuals and manipulatives. Instruction is differentiated depending on student needs, small group, and one on one instruction is provided. In addition, we group them accordingly for extended day AIS and for any tutorial programs we have that we feel they will benefit from.
- Students found to need additional support services such as speech, OT, PT, counseling will be referred for further evaluation so that their needs will be addressed.

Instruction for newcomers is rigorous and language rich. Students are immersed in academic and social language through out the school day. Instruction is differentiated in and out of the classroom, and during extended day. For example; children are grouped heterogeneously and all types of visuals, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance their background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art. Students who receive extension of services (4 – 6 years of service) are immersed academically in all school wide instructional programs, activities, trips and events.

We have AIS (extended day) services which provide our ELL students with small group and one on one additional support. Our Reading Recovery Program services first grade ELL's. Extended day services are differentiated and based on the needs of the students, for example new comers are grouped for rich language experiences through readers theatre, poetry, songs, music and art. Students with extension of services are grouped for intensive strategy building and, academic driven intervention that is rigorous and aligned to their academic goals, they could be math, science, social studies, reading and or writing, it depends on what their needs are. It is also ensured that ELL students with IEP's receive their related service mandates and all IEP goals are met via small group intervention. All modifications for current ELL's and former ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, are allowed to use dictionaries and glossaries and are allowed 3 reads of the listening passage. All academic support is data driven. The following methods and approaches are a school wide practice and are immersed :

- Use of leveled libraries
  - Use of manipulatives for math, and other content areas
- Use of Practice Math Materials-GO MATH, KAPLAN, Coach
- Inquiry / Project based learning

Social Studies integrated within curriculum and the following strategies and interventions are used: Small Group, unpacking of content by the introduction of juicy words, phrase and sentences. Vocabulary / concepts are consistently reviewed in context so as to lift understanding, lots of visuals are used and video clips, as well as primary resources to aid in comprehension.

Our science program is FOSS, it is a hands on program that allows children to explore materials and develop hypotheses as they investigate. Teachers use videos, pictures cards, create table tents to introduces concepts and vocabulary that needs to be understood in order to conduct any experiment or exploration. Children work in cooperative learning groups, have their own science notebooks and

## A. Programming and Scheduling Information

vocabulary lists with pictures. For the most part, our ELL's have met proficiency on the grade 4 Science Exam.

ELA-ELL's are grouped according to the NYSESLAT Data and TCRWP Data, and formal and informal observations. They are in small guided reading groups. Again all reading materials are of high interest and they are unpacked for language so that their understanding is fostered. Writing about reading is part and parcel of our reading program, those we look for reciprocity. Besides writing for reading, our children (all children, including ELL's) are immersed in the Writing Workshop-this workshop not only teaches students to write in a variety of genres, (memoir writing, narrative writing, lifting quality of their writing by learning a variety of revision strategies, personal essays, literary essays, non fiction writing, realistic fiction, historical fiction and persuasive writing), it also teaches children to collect ideas, develop ideas, revise, edit, draft, publish and celebrate their writing.

- Hands on, exploratory and investigative learning
- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention

Computer Software programs: RAZ KIDS.COM, Learning.com, Splish SPLash-reading and math, travelling laptops for inquiry and research.

Please note that every child has a personal goal, these goals are fluid, thus as they attain the goal, they continue to grow.

Native language support is offered to all children within the context of the classroom to make content comprehensible and to enrich language development through multi lingual and multi cultural libraries. Within the school community we utilize all resources available to lift comprehension, for example children serve as language brokers, staff serve as language brokers and translators, and we work closely with the community and parents to lift understanding and clarify content that needs to be unpacked. Science and Social Studies are not only integrated within the literacy curriculum, but also taught as a content area. Science is hands on and inquiry based, and all children receive 2 or more periods of science a week. All vocabulary and concepts are unpacked, for example juicy words, and concepts are introduced within the context to lift understanding, the interactive and hands on experience allows them to explore and question what they are doing in small groups, this allows the teacher the ability to circulate and provide small group intervention that ensures that ELL students and all students understand what they are doing with an emphasis on developing hypotheses that they can talk and write about. In Social Studies, visuals, primary sources and artifacts are used in addition to using the smart board media to access parts of historical data to further lift the comprehension of not just our ELL students, but all students. The small group work is rigorously differentiated and teachers ensure that ELL students are focused on task by providing them with table tents, graphic organizers, and rubrics that guide their learning.

Title III Monies are also used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. This year we are once again planning tutorial sessions-these sessions are designed for our grade 3-5 students, the NYSESLAT data has demonstrated that writing is an area that needs to improve, thus we have early morning tutorial sessions that provide our students with coaching in writing, they are taught one or two writing structures that are used to write about reading, and they are taught the literary essay structure. The grade 1-2 students engage in reader's theatre, the goal is to enrich their reading and writing skills through theatre that is interactive and language rich. As a school wide project school, ELL's are included in everything we do that enriches the student's scholarly lives. We are currently the recipients of a Century 21 Grant and all ELL's have been invited to participate in this enrichment based program. This program is centered around the arts and homework help.

Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and out reach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where the parents lack formal education in their own native language, are functionally literate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer Success Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ESL Classes that might be offered locally free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops.

## A. Programming and Scheduling Information

Because we only have ESL we do not assess children using diagnostic assessment tools for native language in TBE / DL programs, however if the situation ever arises we will make sure to access the diagnostic assessment tools necessary for placement.

### Courses Taught in Languages Other than English

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

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

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

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

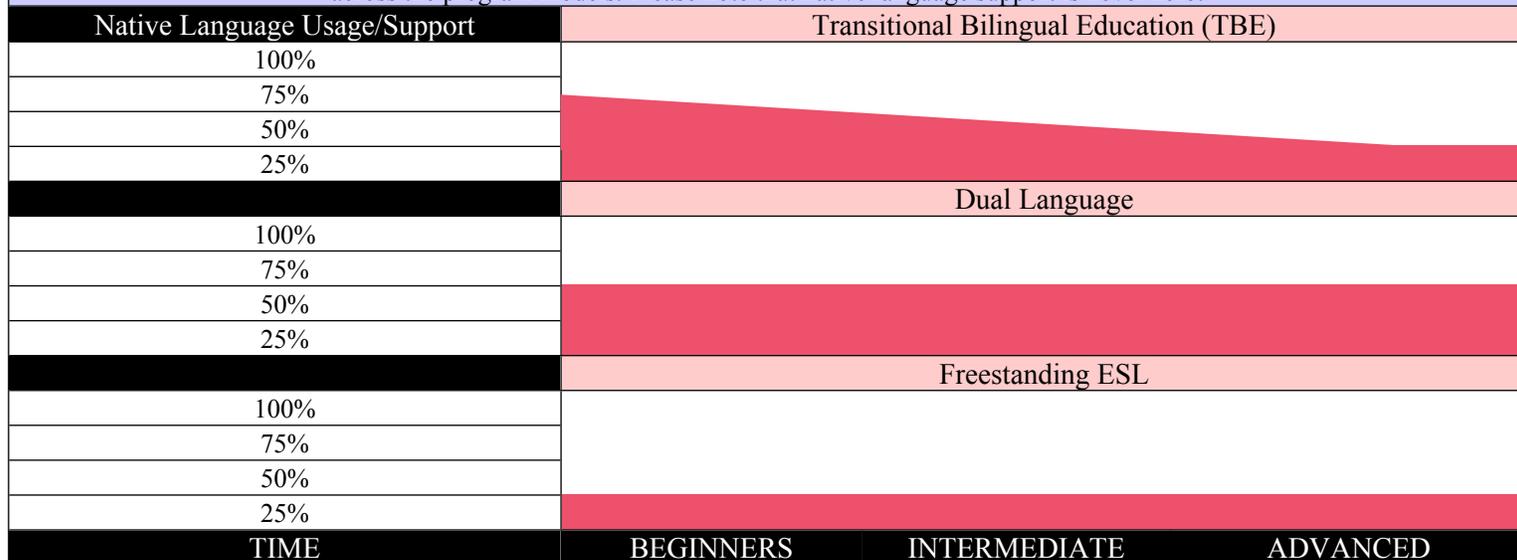
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

## Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **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 Professional Development and Support for School Staff

At P.S. 38, Professional learning is an on going journey. As planned, administrators, teaching assistants, all related service staff, inclusive of school psychologist and social worker, and parents will participate in staff development sessions addressing such areas as the Core Curriculum, Common Core State Standards, Danielson's Frameworks; Teacher's College; and how ELL students gain access to it and benefit from best practices. District ELL Instructional Support Specialists, and our ESL Teacher conduct interactive professional development sessions. Professional development is ongoing, we have Inquiry Wednesday that is dedicated to looking at student work, data and brainstorming best practices that support student learning. All teachers are provided with an opportunity to complete the 7 1/2 hours of ESL training for GE Teachers and 10 hours for Sp. Ed. Teachers. Staff attends training at the district level with the ESL Teacher, training on NYSELAT, LAP and Best Practices that are research based take place at the school level and is provided by the ESL Teacher, additionally staff attend Teacher's College ESL professional development sessions on reading, writing and best practices. The District Math Liaison has in the past provided on site professional development that targets ELL's and IEP Students.

At School Leadership Team our ESL Teacher has trained all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program. Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized a couple of years ago that one ESL Teacher could not address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what the NYSELAT assesses and how we can use the results to drive instruction.

During the time that we prepare to transition our students to Middle School, Parents and Students are provided with opportunities to go to Open Houses and visit schools of interest. My Parent Coordinator is the Middle school liaison, she attends all professional development and turn keys the information to all parents. Additionally, the grade five students attend open houses to meet staff, administration, other students and acquaint themselves with the programs available to them, and yearly our Feeder School sends representatives to meet with my grade 5 students and staff and provide them with overviews of the school, expectations, standards and program information. Moreover, my Parent Coordinator invites parents to participate in a Parent Workshop to assist them with the application process. My guidance counselor, who is only 2 days in my building, assists my Parent Coordinator as necessary. She too attends all PD related to the transition process for all students, including ELL students. In our school we work as a team, we collaborate, we turn key information and we are attentive to the needs of all students.

ESL Professional learning is in progress, our teachers do employ a series of methods and approaches that support our ELL's in the classroom. For example; vocabulary is carefully introduced through the "juicy word, juicy phrase methods", complex text is unpacked, tier 3 and 4 words are introduced to lift understanding and the quality of language. When themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL Students have access to, and the use of, cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk, reading, writing are a common practice in the school. The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL's. Lastly, I will continue to send my ESL Teacher and other staff to ESL Professional Development and to the CORE Training Sessions, and teams will be sent to all Teacher's College ESL reading/writing workshops, It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.

## 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?

### Parental Involvement

The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the year upon their registration. This session took place September 28, 2011 and parents who were not in attendance, we have made arrangements to meet with them one on one. Also, several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as Common Core State standards, assessments and school expectations.

Some of the Parent Workshops are:

Science workshops and how to assist your child with the science project

Reading / Writing Workshops

Parent as Learning Partner Days

PTA Meetings

ESL Classes Provided by the YMCA

Math Workshops

ESL Workshops

Test Prep Workshops

How to assist your child with homework

At all of these workshops and or parent meetings we have translation available. For those families that cannot make some of the workshop or meetings and we feel a need to communicate the information with them, we communicate with them via phone conferences and they are translated as needed. Translations is oral, and in writing. We use the translation services provided by Central to translate parent handbooks, and other letters that provide information.

This year teachers are sending home monthly letters to explain unit goals in reading, writing, math and content areas, with an emphasis on what is being taught and how they can further support thier children's learning at home. Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language. All the documents, notices and meetings are offered in their home language. Parents are encouraged to become members of the PTA, and are invited to participate in Family Nights, Parents as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. We have partnered with the YMCA and we hold free ESL classes for parents twice a week.

## 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)	3	1	0	0	0	0								4
Intermediate(I)	2	4	1	0	1	0								8
Advanced (A)	10	4	3	3	3	3								26
Total	15	9	4	3	4	3	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	5	2	0	0	0	1							
	P	3	11	4	5	5	2							
READING/ WRITING	B	0	0	0	0	0	0							
	I	2	2	0	0	0	0							
	A	0	4	3	3	2	1							
	P	6	7	1	2	3	2							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		1		4		0		5
4	0		2		2		1		5
5	0		0		2			1	3
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		3		1		5
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									

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

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

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

Assessment Analysis

The following assessment tools are used school wide:

TCRWP-Spelling Assessments / Running Records

Predictives / ITA's

TCRWP Genre Based Assessments Grades 2-5

Narrative Writing Continuum

MONDO RTI-Oral Language Assessments

Lab R

NYSESLAT

The LAB R and 10-11 NYSESLAT results indicate that of the 38 children tested, 18 obtained proficiency, 16 obtained an Advance level and 4 obtained an intermediate level. No beginners. This demonstrates that all of the ELL Students are steadily making gains and growing linguistically and academically.

As of now, October of 2011, after using the LAB R to assess all new admits the following results are noted:

Beginners - 4

Intermediate 8

Advanced-26

Total # of ELL's 38

At the end of the school year we administered the Mondo Oral Language Assessment and it demonstrated that our ELL Students and SWD's scored below the norm. This demonstrates that we must set a standard of expectation in regard to language development. Specifically, we want children to be able to speak in complete thoughts and write in complete thoughts, thus this year we are setting goals for these children that are inclusive of these needs.

All English Language Learners are immersed in deep and rigorous academic instruction with a strong emphasis in high order thinking skills. They are also immersed in writing across the content areas, and in addition to ESL services they also receive small group instruction within the context of their classrooms, they participate in our rich Title III program which blends theatre, dance and art in reading and

writing, they also are invited to attend our Century 21 Project S.M.A.R.T.S program which is enrichment and homework help; and are also invited to attend our Test Prep Saturday Academy.

As noted on the NYSELAT Modalities Analysis and NYstart data 55% (38 tested in all ) of students in grades K - 5 obtained proficiency in Reading and Writing, and 79% obtained proficiency in Listening and Speaking. In reading and writing, 11% moved into the intermediate level and 34% moved to the advanced level. In listening and speaking, 21% moved to the advanced level. No beginners and no intermediate. This demonstrates that our Freestanding ESL Program is highly effective. In the sequence of language acquisition, reading comprehension and writing take longer to acquire than listening and speaking. Therefore, we will continue to grow and strengthen our rigorous academic program and will continue to develop the students academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. Our focus for grades K-2 will be in expressive and receptive language development and in grade 3-5 reading complex text and structured writing. A pattern we have noticed is that children who attend pre school programs test out of the Lab R or attain an advanced level or meet proficiency the end of year one.

Our data inquiry team examines NYSELAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children during reading, math, science and social studies, to target strategy driven groups, and to form groups for our extended day program. If we note that a child or group of children are not making gains, we immediately contact the parent of the child and discuss our concerns and collaboratively we develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's need's can be addressed. If the parent refuses, we continue to support the student to the best of our ability.

As indicated on the ELA and Math Standardized exams our ELL student are making steady gains. Of the 13 children tested in grades 3-5 6 scored at or above grade level and 7 scored a level 2. The children who scored a level 2 in grades 4 and 5 not only sustained their level, but also demonstrated gains. In Math of the 13 students tested, 10 scored at or above grade level and 3 sustained their level 2 and made some gains. Our goal is to continue to rigorously address their needs in hopes that they continue to make progress. It is important to note , that though our students are provided with tests in their native language and are allowed to test in their native language, they choose to test in English.

Periodic Assessments-We do not do the ELL Periodic Assessments-ITA's and Predictives and TCRWP Assessments and EPAL are used with our ELL's. The data is carefully analyzed by the Inquiry team and classroom teachers. Patterns and trends are examined carefully, and the data is used to target students not meeting the benchmarks, provide rigorous core academics and focus on academic language development and literacy. Another important trend to note is that on Periodic Assessments ELL students fluctuate between Tier I and Tier II. The area that challenges them the most is the high level thinking that is connected to academic language. After examining closely the NYCESLAT and noting that our ELL's do well in the listening and speaking section, but not as well in the reading and writing. Though they are advanced ELL's, they are still continuing to learn the English Language and have different needs. For example, the children need to increase their academic vocabulary, develop deeper comprehension skills, how to think critically, evaluatively and argumentatively, how to make inferences and refine how they verbally express their thoughts, and write in a way that demonstrates the use of the conventions of the english language. With this said, the instructional focus for these students is on teaching the stragegies and skills that help them grow as readers and writers, as well as listeners, speakers and thinkers.

This year we have selected assessments on genres directly taught within our curriculum to assess thier literary knowledge and get a sense of what they understood about each genre taught. (historical fiction, fantasy) This year we noted that for the most part our ELL's met standard and made steady gains. As a school we use the Teacher's College Reading and Writing Project Assessment Package-the information gathered is used to create targeted groups. Our groups are fluid, thus providing our ELL's an opportunity to continue to move up the continuum. TCRWP's running records give us an added lens in regard to language acquisition, it has provided us with an opportunity to narrow in on behaviors that might be interfering with thier learning to read, as well as with their ability to read to learn. It has allowed us to see how their academic language is evolving and how they are using the skills and strategies taught to grow them as readers, writers and thinkers. The TCRWP data allows us to set short them goals that scaffold what they can do, to move them to the next level. Moreover, is has also served as a tool to measure their language acquisition, as they begin to command the language better, there is an increase in reading levels, conversations are richer and there is improvement in their writing. The writing improvement is noted on the Narrative Assessment Tool which we administer 3 times a year. Overall, our ELL program is effective as demonstrated in the data; and our overall goal is for our ELL's to continue to make gains above and beyond proficiency.

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### 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

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## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> <u>31R038</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Everlidys Robles	Principal		10/1/11
Nancy Murillo	Assistant Principal		10/1/11
Mercedes Chow	Parent Coordinator		10/1/11
Emma Dukhovny	ESL Teacher		10/1/11
	Parent		
Judith Anastasio	Teacher/Subject Area		10/1/11
Karen Higginbotham	Teacher/Subject Area		10/1/11
n/a	Coach		
n/a	Coach		
Stacy Kaplan	Guidance Counselor		10/1/11
Richard Gallo	Network Leader		10/1/11
	Other		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Parent Survey Language forms are used to determine language dominance of both students and parents. Moreover, when parents come in for formal or informal conferences language dominance is also determined. Every attempt is made to communicate with parents. Spanish and Russian interpretations are available at the school level. Central Translation services have been used to translate forms and letters in languages other than the languages spoken and available at the school level.

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.

The major findings are that parents who speak a language other than English do need interpretation services. The two languages that are of dominance within our ESL population are Spanish and Russian. These findings are communicated to the school community via PTA meetings, SLT meetings, Executive Board meetings, Faculty Conferences and letters and memos sent to all constituencies. Additionally, the School Report card is visited frequently throughout the school year to discuss ethnicity and other data that is pertinent to our English Language Learners.

#### **Part B: Strategies and Activities**

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

Most letters and forms are translated in Spanish and Russian at the school level. All other letters that do not come from Central are sent to the Translation Service that is provided by Central to translate. We have been fortunate that all translation that is needed at the school level is provided.

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. Oral interpretation is available to all parents who speak Spanish and Russian. My Parent Coordinator and I speak fluent Spanish and my ESL Teachers speaks fluent Russian and can also communicate in Spanish. Thus far, oral interpretations are available and parents know that they can communicate their concerns to any one of us at any given time.

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>.

All letters are translated in Spanish and Russian and if need be letters needed in other languages are sent to the Central Translation Services for translation. Oral Interpretations are available in Russian and Spanish and children in need of evaluations in a language other than English are assessed in the language of the home. When the school is not able to provide the translation services, the school reaches out to the Region for support. I have a Translation Coordinator who sends to Central letters, forms, flyers that need to be translated into languages other than the languages spoken at the school level.

**Part C: Action Plan – Language Translation and Interpretation**

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**Directions:** On the action plan template provided below, indicate the key actions to be implemented for the 2012-2013 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part B.</li> </ul>	<p>By June of 2013, through the translation services provided by Central, District 7 and the School parents will receive whenever feasible notification of all school events and activities in the language of the home. Additionally, oral interpretation is available and will continue to be available at the school level in Spanish and Russian.</p>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>Monthly September 2012 – June 2013.</p>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</li> </ul>	<p>ESL Translation Coordinator            Parent Coordinator            Principal, Everlidys Robles            ESL Teacher            DOE Translation Unit</p>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (including fiscal and human resources)</li> </ul>	<p>Language Translation and Interpretation Funding (<b><i>Title III Translation Allocation \$1065</i></b>)            Central Translation Services</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p>	<p>Periodic Parent Review            Projected gains in attendance at Parent Events, Activities, etc.            Tally of parents coming in for Translation services.</p>

<ul style="list-style-type: none"><li>➤ Interval of Periodic Review</li><li>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</li></ul>	
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## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The George Cromwell School	DBN: 31R038
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: During School
Total # of ELLs to be served: 38
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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

### Part B: Direct Instruction Supplemental Program Information

Begin description here: The Title III program will begin December 4, 2012 and end May 14, 2013. Based on the NYSESLAT Data / ELA Data it is noted that our children need additional support in writing, for example responding to literature, open ended questions; and the use of specific writing structures and strategies (boxes and bullets, notetaking etc.), essay writing format and distinguishing the difference between a literary essay and a persuasive, argumentative essay. The children in grades K-5 will be invited to attend an afterschool program, designed specifically for the ELL's that will meet twice a week for two hours, Tuesday and Thursday from 2:45 -4:45. The Program design is as follows: Grades K - 2 will engage in reader's theatre, poetry, chants, rhymes and songs. The emphasis is on oral language development. Grade 3-5 children will engage in reading, writing, that will be integrated in informational text. The emphasis is on helping them accumulate text, respond to text and engage in critical analysis of the story plot lines. They will also engage in writing and be taught 3 essay structures, literary essay, persuasive essay and argumentative essay. The culmination of the program will consist of a celebration of student work. This program will be provided by 1 highly trained teacher who will work collaboratively with my ESL Teacher. The ESL Teacher and the other teacher will each switch. The ESL Teacher will dedicate one hour to grades K-2 in which children will engage in rich oral language development, inclusive of but not limited to shared/interactive reading, and the use of non fiction to develop experience around expository text using ESL Strategies. With the upper grades the ESL Teacher will work on unpacking complex text, using word webs, graphic organizers and flow charts to lift understanding. Grades K-2 will work with the the G.E. Teacher on readers' theatre, songs, rhyme and poetry, word study will be blended into this work, as well as learning writing structures that will teach them how to appropriately respond to literature in a thoughtful and rigorous manner. For example, this reminds me of, this makes me think, at first I thought this, but now....With grades 3-5-the emphasis will be on essay writing and using evidence from text to support responses. Literary, author's claim, and argumentative essays will be the focus of instruction.

### Part C: Professional Development

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

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

Begin description here: The two teachers involved in this program will participate in the ESL training on best practices to be conducted throughout the school year in a variety of forums, such as Teacher's College, District Based and School Based PD. The best practices include but are not limited to learning to deconstruct complex text by extracting "juicy vocabulary and phrases" that will lift student understanding and improve the quality of written, spoken and read language. The use of non fiction books and informational text that are engaging and provide students with an opportunity to engage in accountable talk, rigorous work and promoting high order thinking. Additionally, the ESL Teacher who will lead this training attends all ESL Training provided the Network and the Department of Education. The ESL Teacher will be attending the following workshops:

TC-September 10, 2012-Common Core and the use of Complex Text

TC-October 23, 2012-Using data to drive instruction, with an emphasis on multiple entry points to meet the needs of all learners

TC-November 7, 2012 -Staff Developer pushed into all classrooms due to Hurricane Sandy

December 14, 2012-Instructional Strategies for English Language Learners with Special Needs

January 8, 2013-Literacy, Vocabulary Writing

February 12, 2013, Meeting the Educational Needs of SIFE, LT ELL's and SWD

**Part C: Professional Development**

Other TC PD Days

March 1, 11, 18, 2013-Best Practices with an emphasis on CCLS's, use of data to drive instruction, the use of complex text, writing, and structures that support writing and response to literature.

May 14, 28, 31, 2013-Best Practices with an emphasis on CCLS's, use of data to drive instruction, the use of complex text, writing, and structures that support writing and response to literature.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ESL Parents participate in all parent workshops, our ESL Teacher and Parent Coordinator as well as administration are always available to discuss the activities that are specifically targeted to our ESL Constituency. Prior to the commencement of the program parents are invited to attend a TITLE III orientation, at the orientation the parents are introduced to the staff that provides services, an overview of services in the areas that are targeted through the services, why specific areas are target, and how they will be addressed and how they enhance student learning and achievement. They will get the schedule of when the program begins and ends, and they will also get an overview of materials that will be used. Lastly, it must be noted that at specific intervals the parents will be invited to parent/child activities, this includes a final assembly and student work celebration that culminates the program. Below are the dates:

Parent Orientation for New Admits September

Parent as Learning Partner Days-Monthly Instructional Focus October 25, 2012 (Reading Workshop), November 29, 2012 (Math), December 21, 2012 (Open Focus), January 17, 2013 (Writing), February 14, 2013(Science), March 21, 2013 (Social Studies), May 23, 2013 (Reading)

December 6, 2012-FEMA, Children's Aide Society-Workshop for all Parents affected by Hurricane Sandy  
December 11, 2012-Title III Parent Workshop (due to storm and the impact it had on our community, this meeting had to be rescheduled)

Testing Workshop for ELA / Math/ NYSESLAT and Science - January 14, 2012

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		