



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE JACKIE ROBINSON SCHOOL

**DBN (i.e. 01M001):** 29Q015

**Principal:** ANTONIO K'TORI

**Principal Email:** AKTORI@SCHOOLS.NYC.GOV

**Superintendent:** LENON MURRAY

**Network Leader:** CFN 511/521

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Antonio K’Tori	*Principal or Designee	
Eva Holmes LeGrier	*UFT Chapter Leader or Designee	
Maurice O. Jackson	*PA/PTA President or Designated Co-President	
Verstine Thomas	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Eileen Truzzolino	Member/ UFT	
Susan Chapman	Member/ UFT	
Renita Jackson	Member/ Parent	
Jewel James Rice	Member/ Parent	
Nadella Holder	Member/ Parent	
Dwhite Johnson	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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.

**Subject/Area: Technology**

### **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.

Goal: To increase the understanding, implementation, and usage of technology for all PS 15Q students from Pre K -5.

Objective: By May 2014, 75% of PreK-5 classrooms will utilize Smartboards and internet access to assist teachers and administrators with performance tasks.

One of P.S. 15Q's immediate goals is to raise the quality of education. This requires that elementary schools produce graduates who are literate, numerate and possess the skills which foster learning. Therefore, the use of technology plays its part in this process.

Technology is not only being used to train the children on how to use technology, but used as a supplemental agenda of teaching and learning. Therefore, at P.S. 15Q, all children from grades Pre-K-5 are provided with the minimum of 100 minutes per week of technology centered instruction in the 4 major subject areas. The school is equipped with about 100 functioning Internet ready computers. All classrooms are now equipped with Smartboard technology for student learning. Teachers are also assigned iPads, laptops, palm pilots to assist in assessing and teaching all students.

To increase student use of technology to prepare them for the demands of the 21<sup>st</sup> Century. By June 2014, all students will acquire basic keyboarding skills; all students in Grades Pre-K-5 will have a working knowledge of the Internet and clickers. Streaming Technology has been added as reinforcement for all subject areas.

Technology strategy to support teachers:

Continue to offer professional development to staff so that they can integrate developmentally appropriate technology into teaching and learning as a necessary and fundamental classroom resource.

Teachers will also receive on-going professional development on how to use technology to assess and progresses monitors all K-5 students as well as create RTI groups.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

Technology strategy to support teachers:

Continue to offer professional development to staff so that they can integrate developmentally appropriate technology into teaching and learning as a necessary and fundamental classroom resource.

Teachers will also receive on-going professional development on how to use technology to assess and progress monitors all K-5 students as well as creates RTI groups.

Grades K-5 Students will use technology to conduct quality research projects, performance tasks, and power point presentations based on the Common Core Learning Standards and the City Wide Expectations.

The use of Technology will allow the teachers to increase interest within the classroom; increase the educational gains, especially to support all learning styles as part of differentiation of instructions as they move away from the direct teaching model; increase the voluntary time spent on each task; give

students the opportunity to ask questions, seek answers and test answers; teach basic skills; encourage students to develop and use high order thinking skills; offer an expanded horizon: multi-cultural and geographical; prepare students to cope with technology in the real world; teach abstract concepts and complex systems; teach problem solving concepts.

Technology can assist in the following areas: data collection, presentation, problem solving, decision making, communication, strategic planning, project management and information management. Technology brings these instructional practices alive: individual learning styles, multi-sensory styles, cooperative learning group to: bring out the leadership skills and draw out the best skill/talents of each member, problem solving practices, and hands-on experience. Technology includes: computers, mirrors, opaque projectors, time pieces, telephones, scissors, pictures, charts/graphs, scripts, VCRs/DVDs, scrapbooks, models, films, radios, light tables, slide projectors, tape recorders, television sets, overhead projectors, flipcharts, maps and charts, cameras, camcorders, magnetic boards, smart boards, mobile TAI, iPad, palm pilots.

The use of technology appropriate to grades: Pre-K-2: The use of technology is a major tool to enhance the teaching and learning processes in these grades. Where computers are available, recommended software packages should be used. These are the formative years in which the teacher should recognize the deficiencies in the prerequisite for language and mathematics and use the computer with appropriate software and other technology to try and rectify the situation. The parts of the computer, care of the computer, do's and don'ts of the computer, and keyboarding must be introduced at this stage. Grades 3-5: Since the computer laboratory is available and sessions are timetabled, then the teacher can use the following suggestions to teach subject in these grades.

Grade 3: Keyboard skills (recognize letters and use those keys). Different terms used and parts of the computer: keyboard, monitor, CPU, mouse, diskettes, modems, network, phone lines and jacks, drives – storage: hard drive, floppy, tape drive, CD/DVD, USB devices. Peripherals – printers, scanners, speakers, ear plugs, head phones, microphones, tape drives, webcams and cameras. Simple word processing applications. Use of information from research and the Internet. Games.

Grade 4: Keyboard skills (recognize and use of other keys). Word Processing – composing letters, memos, reports, projects. Introduce of Key computer terms: Memory-ROM and RAM, software, hardware, BYTE, MB, KB, GIG, Compact Disks, operating systems, Basic Applications, Specialized Applications, System Unit, Input and Output devices, Microcomputers, Windows XP. Windows and Introduction of drawing programs. Introduction of simple graphics. Creation of games for the students. Skills on the use of the Internet.

1. Grade 5: Word processing-composing continues: letters, memos, reports, charts, presentations and projects. Graphics. Drawing and games. Introduction to spreadsheets. Import of “picture, word art and clip art” into word processing and spreadsheet documents. Introduction of simple databases – collect information/data, store information, introduce – fields, records, files, and reports. Creation of charts/graphs from information in the database and/or spreadsheet. Create e-mail account. By the end of grade five, the students should be computer literate, be able to use the Internet, to send and receive e-mail messages, know about computer viruses and spam, hardware and software, netiquette, computer security and privacy, search the World Wide Web and make local and international contacts, utilizing such as Skype.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Ms. Ruiz- Computer specialist along with Ms. LeGrier, Ms. Holstein, and paraprofessionals will be assisting in the technology instruction with the students.
2. All teachers will be responsible for reviewing student on-going testing data, progressing monitoring, and RTI groupings to move students forward.
3. All Teacher Teams (Inquiry, Grade-Level, and Specialists)

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

RTI Team, data specialists, and network support staff will closely review and analyze teacher Amplify data, Citywide Performance Tests, and instructional grouping to NYS exams.

**D. Timeline for implementation and completion including start and end dates**

A minimum of 3X a year for all testing and between September 2013- June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

All teacher technology teams comprised of at least 5 members will meet 1-2X per month for 2 hours at per-session rate.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Technology has been used in different ways to assist parents to get involved in their child's education. More plans are on the way to infuse technology at the parental level so that they can better help their child to succeed. It will be comprised of a teaching and learning component. To increase parents use and knowledge of technology, classes and workshops will be given in the evenings, PTA meetings, Title 1 meetings and on Saturdays as a part of the Saturday school program. While the kids are getting extra help in ELA and Math on Saturdays, parents will be fully engaged in a Technology workshop to better understand technology and how it is used to supplement teaching and learning.

With the advent of smart phones, all or if not most parents have access to one. We will have hands-on workshops to demonstrate how the smart phones can be used to access the DOE website to get vital and important information about their child's progress in school and about the school.

Another way technology is used in the school to increase parental involvement is at our Parent Teacher Conference. With the assistance of the Guidance Counselor and Parent Coordinator, laptop workstations are setup to help parents logon to ARIS to see their child progress in school. Parents normally see the guidance counselor to receive a valid student ID and a temporary password to logon to ARIS. They are guided through the different tabs and they learn valuable information about their children performance in school from the day they entered the public school system to current. With the information, parents can work with their child, teacher and principal to help their child learn and to find ways suitable to their child's learning ability and also to find corrective measures to bring absenteeism and tardiness to a minimum if applicable.

Parent Orientation night is another avenue that is used to get parents involved in their school and child's education. The principal normally gives a presentation on the school by relaying information on the following: Quality Review, Progress Report, Learning Environment Survey Report, Accountability and Overview Report, Annual School Report Card, student proficiency levels and the school budget. Parents learn firsthand about the school, its performance, children's progress in the school, strengths and weaknesses of the school and where improvement is needed. It answers important questions such as: is my child learning? what programs do I need or have in the school to help my child? are the teachers qualified? how does the school communicate with me regarding my child and the tools and programs needed to make my child succeed?

The SLT along with the PTA and Title 1 parents has set up ongoing presentations and workshops that will facilitate the common core subjects which are ELA, Math, Science and Social Studies. Parent workshops will be provided by SLT members during the 2013-2014 school year for all parents on the following: Basic understanding of the Personal Computer, Email (setup free accounts for those who don't have a PC at home but has a cell phone that receives emails, and the Internet which is vital for learning and gaining access to ARIS and other important information about the school and resources that are available to help their child learn. These workshops and presentation information will be sent home via their child's backpack with the time and date and in a language parents can understand.

The SLT is working with the principal to find a designated space in the school for a Parent Resource Center. It will be maintained by the parent coordinator who is the liaison between the parents and the school.

Technology will also be used as a resource to help engage staff members during staff development (webinars).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

P.S. 15Q started the BELL (Building Educated Leaders for Life) After School Program in September 2012. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2013-2014. The program will accept only 160 children and licensed teachers will facilitate the program.

**Goal and Action Plan #2**

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.

**Subject/Area: Mathematics Focus**

### 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.

Goal: To increase the mathematics achievement levels of all students at PS15Q.

Objective: By May 2014, students in grades Pre-K-5 will test at 75% or higher on end of chapter assessments and performance tasks, as measured by using Go Math!, NYS performance, CCLS, and learning goals, and the state math strands on their grade level. To achieve, by Spring 2014, a 10% decrease in the number of all students performing at Level 1 and a 10% decrease in the number of all tested students performing at Level 2 and a 10% increase in the number of all tested students performing at or above Level 3 on New York State Mathematics Assessments, as measured by student results on Spring 2014 New York State Mathematics Exam.

Action Plan: All Pre-K to 5 teachers will Implement the CCLS shifts and Math Domains. Strong focus for

CCLS Domain
Number and Operations in Base Tens
Number and Operations-Fractions
Operations and Algebraic Thinking
Measurement and Data
Geometry

Implementing the 6 Common Core Instructional Shifts using the above CCLS Domains

**Shift 1 Focus** Teachers focus deeply on only the concepts that are prioritized in the common core standards so that students reach strong foundational knowledge and deep conceptual understanding of skills.

**Shift 2 Coherence** : Skills spiral across grade levels. Students build new understanding onto foundations built in previous years. Teachers begin to count on deep conceptual understanding of core content and build on it. Each standard is an extension of previous learning.

**Shift 3 Fluency** Students are expected to have speed and accuracy with simple calculations; students memorize, through repetition such as multiplication tables so that they are more able to understand and manipulate more complex concepts.

**Shift 4 Deep Understanding**: Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations.

**Shift 5 Applications** Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.

**Shift 6 Dual Intensity** Students are practicing and understanding. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts.

Grades K-5:

Instructional Materials/Texts: Go Math!

Planning Guide – Monthly Focus Pacing and Alignment Calendar

Math Block: 90 minutes – Grades K-5

- 5 minutes reciting of multiplication tables
- Warm Up/Reteach/Review
- Direct Teaching – Mini-Lesson
- Guided Practice
- Differentiation
- Practicum – Independent Activities
- Extra Practice/Enrichment
- Math Journal Activities/Exit Tickets
- Games/Skills Practice/Test Prep
- Ongoing Assessment: Weekly Multiplication Test, Students Work; Periodic Assessment – beginning of year, middle of year and end of year chapter/unit tests, Mid-Year Quiz
- Mad Dash – requires critical and logical thinking to arrive at the correct answer. Each question is written in word for reading comprehension and further analysis of Mathematical concepts is required for the solution.
- Mega Math Technology – Think Central
- Streaming technology is used to work on mathematical concepts for reinforcement.
- Classroom Instruction will be driven by in depth analysis of formative data (e.g., Benchmark and Baseline Assessments, Teacher Made Tests, etc.)
- Motivation Math Units
- ThinkCentral Math programs
- Starfalls Math
- Brain Pop
- Performance Assessments and Tasks

STEM Lab Purpose: To foster and develop a curiosity and eventually a love for Science, Technology, Engineering and Mathematics with the goal of creating fearless learners in these areas. The “How:” Help students learn and practice skills and strategies learned (back end to front) embedded in word problems. The skills and strategies assist children in discovering what the problem asks, how it is answered and the explanation behind the process.

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the principal, assistant principals, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing Professional Development for teachers, assistant principal and school administrators.
-

Go Math! (K-5) is a common core standards-based mathematics program, which promotes repeated scaffolding of mathematics concepts and skills in order to support students mastery at all levels.

Math Steps (K-5) and Motivation Math September to March (3-5) will be used as state for AIS students. These materials focus on skills and concepts to provide students with additional support opportunities in developing mastery through ongoing practice.

### **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 school has been hands-on in aiding parents to have a working knowledge in Mathematics so they can help their child with homework. The Learning Leaders program normally has Mathematics workshops that are setup by the Parent Coordinator. The workshop is normally for students that are in the upper grades 3 – 5 and are held at a time conducive for parents to attend with their child. The Parent Coordinator normally maintains a log of events and activities planned for parents each month.

This ongoing program will continue with additional workshops that will be coordinated by the SLT and will be held during the weekdays after school, evening and on Saturdays. While the students are in school on Saturdays getting extra help with ELA and Mathematics, parents will be taught Mathematics for all grade level. Classes will be designed according to grades and qualified teachers will be teaching the classes. Presentations will be done at the PTA and Title 1 meetings. This information will be conveyed via their child's backpack and in a language that parents can understand.

Holiday and Saturday School for all 3<sup>rd</sup> grade students from November to May in order to support students who will be taking the State Exam for the first time.

The PTA also conducts surveys and has a suggestion box posted in the school. From the surveys and suggestion box, we identify that Mathematics is an area we needed to address in getting our parents on task in helping their children with homework. Mathematics websites were given out at the PTA and Title 1 meetings to further help the parents and their child to better understand the different concepts in Mathematics.

The school surveys and feedbacks are also used to reach parents. This information helps the principal to design strategies to more effectively meet the needs of parents and to enhance the Title 1 program. The principal also has a letter rating on the children Report Card for parents who are involve in their child's education. The ratings are S = Satisfactory, NI = Needs Improvement and U = Unsatisfactory. This is another way the principal tries to communicate with parents to help and find a common ground in educating the child as a whole.

ARIS link is another tool parents can use to see how their child is doing in Mathematics and to find different ways to help their child in that subject matter. This will lead to further planning and decision making in support of the education of their child. A dialogue must be held with the teacher and the principal regarding measures and strategies that will be use to better educate the child.

Banking is a part of Mathematics. Teaching children how to save, add and subtract their own money will open their minds even more to wanting to learn math. Also, it teaches them to plan and get ahead for the future. Money planning leads to good credit and a sense of loyalty.

Engage NY: Parent and family resources on how parents can help their child learn, guides to Common Core Standards, educational activities,

videos, webinars, PD, and information on state exams.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

##### **Pre-K and K Math focus:**

Teachers to focus on Operations and Algebraic Thinking, Model with Mathematics and Construct Viable Argument and Critique the Reasoning of Others.

Pre-K: Some of the concepts they will be learning are numbers, time, months of the year, money and its value, classifying and ordering such as size, shape and value.

Numbers will be learned in conjunction with other activities that will be done for them to understand the concept. As they are learning the parts of the body, numbers will be incorporated such as 1 nose, 1 mouth, 2 eyes, 2 hands, 2 feet, etc. When they are learning about the different types of weather (sunny, windy, raining, hot, cold, etc.), we will incorporate the time concept of morning time, lunch time, nap time, dinner time and bed time. Money and its value will be taught when the children learn about earnings of the family. We will incorporate things we buy, money and its value; how parents get money and places we spend money. Activities would include displaying of coins and notes and talking about them. A role play could be done with the cashier and customers. Naming and counting up to four (4) things in the shopping cart. Use fingers to demonstrate the numeral 1, 2, 3 and 4. Identify sounds associated with jingling of coins of different sizes.

Listening to sounds of different things drop on the floor and the sounds our body parts make when we clap, stamps, snaps, taps (1 to 4 times) or jump one, two, three, four times.

To be able to identify coins or notes of different values. Classifying and ordering the coins and notes by size, shape and value. This will aid with the appreciation for things provided by the family – food, clothing, furniture, toys, etc.

Number Model: Distribute play coins and notes and setup a shopping area. Students can collect and bring imitation items for the shopping area. Let them observe shapes of numerals 1 and 2. The student will collect 2 objects from the shopping area. Model 2 coins to buy 2 mangoes. Note the shapes of the coins. Model numeral 2 and 3. One to one matching – 2 apples to 2 apples, 2 cents to 2 cents, etc. Put outline of paste on paper and have students put 1 or 2 objects on the paper. Display on wall with child's name. A very useful way to identify months of the year is by identifying months in which birthdays fall (use calendar). You can incorporate the birthday cake in terms of size, shape and color. Use fingers to demonstrate numeral 1, 2, 3 and 4.

Kindergarten-2: Students will be learning the concepts relating to counting and cardinality, operations and algebraic thinking, measurement and data as well as number and operation in base ten. Time will be allotted based on the understanding of the material. Different strategies will be used to develop their understanding of the four operations (add, subtract, multiply and divide).

Grades 3-5: Students will be able to Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others.

Grade 3: Focus will be given to critical areas such as strategies for developing and understanding multiplication and division within 100, fractions, especially unit fractions, (understanding numerator and denominator) rectangular arrays and of area as well as analyzing two-dimensional shapes.

Students will also focus on measurement and mastery of using a ruler.

**Grade 4:** Students will focus on developing and understanding multi-digit multiplication, dividing to find quotients involving multi-digit dividends, fraction equivalence, add and subtract with like denominators, multiply fractions by whole numbers, as well as geometric figures analyzed and classified based on their properties, such as having parallel in perpendicular sides, angles and symmetry. Students will also focus on measurement and mastery of using a ruler.

**Grade 5:** Students will continue to build and remain focused on developing fluency with adding, subtracting, multiplying and dividing fractions. This will be extended to 2-digit divisors, integrating decimal fractions into the place value system as well as developing and understanding of operations with decimals to hundredths and fluency with whole number and decimal operation. Instruction time will also be allotted to developing and understanding of volume. . Students will also focus on measurement and mastery of using a ruler/protractor.

Indicators of Interim Progress and/or Accomplishment: Monthly Mathematics Strand Quiz, mid-school year and end-of-year assessments. Increased student performance in Mathematics on the New York State Examination.

## **2. Key personnel and other resources used to implement each strategy/activity**

School Administrators, Classroom Teachers, Para-Professionals and Cluster Teacher

Resources: Technology, Motivation Math, Push-in Teachers, Test Supplication books aligned to CCLS, Engage NY, Performance Tasks, and Common Core Library.

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All classroom teachers, teacher teams, and specialists will take part in evaluating students' assessments throughout the school year. Teacher teams will be working on analyzing student work and assessment to drive instruction.

## **4. Timeline for implementation and completion including start and end dates**

1. Teachers will meet at least 8 times throughout the year to discuss students' work and assessment. Teachers will collaborate during common planning times during the week, during professional development offered monthly to all teachers and specialists, during staff conference PD, and ADVANCE training.

## **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. To support the teachers with instructional strategies and activities, the administration, coaches, specialists, Network Leaders, and outside staff providers will be supporting teachers monthly from September 2013 to June 2014. The Administration Team as well as Inquiry members will be meeting at least once a month on Fridays during cabinet meetings.

## ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school has been hands-on in aiding parents to have a working knowledge in Mathematics so they can help their child with homework. The Learning Leaders program normally has Mathematics workshops that are setup by the Parent Coordinator. The workshop is normally for students that are in the upper grades 3 – 5 and are held at a time conducive for parents to attend with their child. The Parent Coordinator normally maintains a log of events and activities planned for parents each month.

This ongoing program will continue with additional workshops that will be coordinated by the SLT and will be held on Saturdays. While the students are in school on Saturdays getting extra help with ELA and Mathematics, parents will be taught Mathematics for all grade level. Classes will be designed according to grades and qualified teachers will be teaching the classes. Presentations will be done at the PTA and Title 1 meetings. This information will be conveyed via their child's backpack and in a language that parents can understand.

The PTA also conducts surveys and has a suggestion box posted in the school. From the surveys and suggestion box, we identify that Mathematics is an area we needed to address in getting our parents on task in helping their children with homework. Mathematics websites were given out at the PTA and Title 1 meetings to further help the parents and their child to better understand the different concepts in Mathematics.

The school surveys and feedbacks are also used to reach parents. This information helps the principal to design strategies to more effectively meet the needs of parents and to enhance the Title 1 program. The principal also has a letter rating on the children Report Card for parents who are involved in their child's education. The ratings are S = Satisfactory, NI = Needs Improvement and U = Unsatisfactory. This is another way the principal tries to communicate with parents to help and find a common ground in educating the child as a whole.

ARIS link is another tool parents can use to see how their child is doing in Mathematics and to find different ways to help their child in that subject matter. This will lead to further planning and decision making in support of the education of their child. A dialogue must be held with the teacher and the principal regarding measures and strategies that will be used to better educate the child.

Banking is a part of Mathematics. Teaching children how to save, add and subtract their own money will open their minds even more to wanting to learn math. Also, it teaches them to plan and get ahead for the future. Money planning leads to good credit and a sense of loyalty.

Engage NY: Is a website designed to help parents and educators grasp the new standards set forth by recently implemented changes in the educational system. It provides parents with instructional resources, ideas, webinars, and professional development to better support their children in reaching their academic potential

Math: Upper Grades: Implementation of Motivation Math.

Motivation Math is aligned 100 % to the Common Core Learning Standards and the New York State Standards Teaching Shifts. Motivation Math complements and supports our current Go Math Curriculum. It provides focused practice with the depth and complexity needed to prepare students for the rigor of standardized testing. The program contains questions reflective of the Common Core Standards and is designed to improve students' problem-solving capabilities. Critical thinking is incorporated to extend mathematical reasoning and concept development which aligns to Mathematical Modeling Common Core Instructional Shifts 4,5,and 6. This supplemental program provides clear activities, strategies, and assessments essential to guiding 21st-century learners and promoting student engagement. This program promotes student mastery of the skills with the rigor and complexity students need to master.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

P.S. 15Q started the BELL (Building Educated Leaders for Life) After School Program in September 2012. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2013-2014. The program will accept only 160 children and licensed teachers will run the program.

**Goal and Action Plan #3**

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.

**Subject/Area: English Language Arts Focus**

**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.

Goal:

- To increase the reading achievement levels of all students in PS 15Q.
- Implementation of the Common Core ELA Standards.

Objectives: By May 2014, students in grades K-5 will read a minimum of 100+ books on their grade level, as measured by a reading response log.

Objective: To achieve, by Spring 2014, a 10% decrease in the number of all tested students performing at Level 1 and Level 2 and a 10% increase in the number of all tested students performing at or above Level 3 on the City and State ELA Assessments, as measured by student results on Spring 2014 New York State ELA Exam.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

##### **Description of Proposed Instructional Strategies for English Language Arts**

Read and Respond to 100+ Books on grade level

- Implementation of Motivation Reading
- ThinkCentral Technology program
- Implementation of ReadyGen along with Storytown and ReadWorks
- Small group after school instruction for selected students 2X per week with instructional specialist focusing on ELA skills and comprehension.
- Classroom intervisitations, School Intervisitations, Collaborative Grade meeting, and professional development.
- Building knowledge through content-rich nonfiction and informational texts
- BB Building knowledge through content-rich nonfiction and informational texts
- Regular practice with complex text and its academic vocabulary
- The Common Core framework of the ELA Pacing Calendar, utilization of Saturday Holiday School Agenda to move ELA scores.

##### **Components of the Comprehensive Instructional Approach for Reading and Writing:**

###### **Pre-K**

Some of the skills set out for Pre-K are speaking, writing, listening and manipulation.

**Speaking:** Identifying and naming objects and people in the classroom. The purpose of this skill is to help the students to adjust to the classroom environment and to get them familiar with speech patterns other than their own dialect. In doing this they will be able to identify same and different. Their attitudes will change when they adjust to the new environment and other children. They will get a sense of belonging and develop confidence in Speaking. Have conversation about me – myself. Who am I, when and where I was born, my age, my name, my birthday. Things I do at home, things I like and things I do not like. This can be incorporated in a sentence. I am Jane Doe, I am 4 years old, I live with my parents, I can walk, jump, run, sit, eat, etc. Another activity the teacher will do is showing parts of the body. Let the children show arms, legs, eyes, ear, face, elbow, right hand, left hand, mouth, nose, etc. Afterward group the children. Distribute large sheets of paper to each group and let one child lie on his back on the paper. Others trace around him. Cut out and have the children label parts of the body. Cut out and display on wall with child's name.

**Listening:** Identifying sounds inside and outside the classroom as well as identifying sounds of objects in the classroom and source of sounds. The purpose is to provide the students with experience for listening to sounds. This will help them to develop the habit of listening to sounds in the classroom as well as to encourage the students to listen to and identify sources of sounds in the environment. The concept of alike and different versus loud and soft can be learned. This will promote their willingness to listen or imitate sounds as well as to find out who or what is making the sounds.

**Manipulation:** Gross Motor Skills and Fine Motor Skills. The aim is to develop use and control of large muscles as well as fine motor development, muscular control and coordination. Such concept as in/out, up/down, behind/beside, left/right and on/under can be taught. This will lead to the willingness to move body parts as directed such as to throw and catch a ball.

An activity the teacher will do is to setup the following areas: Home, Toy, Pet, Plant, Computer, Library, Mystery Box and Sand Box. The teacher will introduce the students to the activity area and encourage playing in the areas and building up conversation. The children will also tour to the classroom. Take the children **in** and **out** of the classroom for them to see the new place. When doing this, name the objects seen and compare them to things at home. Which ones are the **same** and which ones are **different**. Some things are **big** and some things are **small**. Some things have different **color, shape or size**. Some things are **in** the classroom and some things are **out** (meaning outside) the classroom.

### **Grades K-2:**

**Instructional Materials:** Classroom libraries, Foundations/Wilson, Storytown-Houghton Mifflin, Reading A-Z books, Readworks, Ready Gen, guided reading sets, monthly reading-writing pacing calendar, Starfall, and Amplify Reading 3D activities.

**Instruction:** 100 Minute Literacy Block (Balanced Literacy, including daily writing activities) --

- School-based Professional Development Team, which includes the Principal, literacy coach, staff developers, mentoring, network support and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing monthly PD for all teachers, coaches, and school administrators.
- The Seven Literacy Protocols to an effective lesson through teacher effectiveness.
- ELA Professional Development-teachers individually meet with coaches, network leaders, and or administration developers to enhance their teaching and learning in the classroom through modeling and co-teaching, and debriefing.

### **Additional Support for Students (when necessary)**

- Small group instruction-Reading Plus Program, Foundations, Differentiated Instruction, Wilson, and technology programs.

### **Additional Support for Teachers**

- Three hours a month Advance training – Teacher Effectiveness.

### **Grades 3-5:**

**Instructional materials:** Classroom Leveled Libraries, Novel study sets, Acuity, Common Core Framed Pacing guides-Monthly Units of Study in reading and writing, Seven Literacy Protocols, Readworks, Storytown-Houghton Mifflin, Comprehension Website, and Reading A-Z, DBQ.

**Instruction:** 100-Minute Literacy Block (Balanced Literacy, including daily writing activities, utilizing the writing protocols) Intensive Professional Development including --

- School-based Professional Development Team, which includes the Principal, full-time literacy coach, Readworks staff developers, mentoring, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing monthly PD for all teachers, coaches, and school administrators.
- The Seven Literacy Protocols to an effective lesson through teacher effectiveness.
- ELA Professional Development-teachers individually meet with coaches, network leaders, and or administration developers to enhance their teaching and learning in the classroom through modeling, co-teaching, and debriefing.

### **Additional Support for Students (when necessary):**

- Small group instruction-Reading Plus Program, Foundations, Differentiated Instruction, and technology programs.
- Guided reading
- Differentiated grouping

### **Additional Support for Teachers**

- Three hours a month Advance training – Teacher Effectiveness.

## Components of a Balance Literacy Program: The Literacy Framework

### 1. Read alouds:

- Whole-Class Read and/or share alouds that focus on skills and strategies. Include all genres, independent practice, and sharing.
- **Resources:** Readworks Concepts of Comprehension lessons, Book of the Month, Ready Gen, motivation reading, Think Central, Brain Pop, and classroom Read Alouds, Literacy Coach.
- **Frequency:** Daily (20-30 minutes depending on lesson)

### 2. Textual Analysis

- Shared Reading Passages focusing on weekly skills taught (Concepts of Comprehension) to build frequency.
- **Resources:** Readworks Concepts of Comprehension Scope and Sequence, and Literacy Coach, novel study, paired passages, Storytown.
- **Frequency:** 2-3 times a week depending on lesson and grade level.

### 3. Guided Reading:

- Small group classroom instruction. Teacher works with a small group in guided reading reinforcing skills and conferring with students for instruction. Teacher is guiding or supporting students with decoding, comprehension, vocabulary, and fluency.
- **Resources:** Houghton Mifflin sets, classroom collections, and Reading A-Z books, and Literacy Coach.
- **Frequency:** Teachers meet with at least one-two groups a day during center time and/or independent reading time 10-20 minutes per group.

### 4. Independent Reading and Responding:

Students are reading a variety of literature genres at their independent or instructional level. Teachers are working with small groups of children differentiating instruction. Teachers are guiding or supporting students with decoding, comprehension, vocabulary, and fluency. Teachers are guiding students in class-read anthology stories either independently or as a class for comprehension and skill practice. Teachers are conferring with students for individual support and instruction. Students are completing reading projects and oral presentations related to individual readings.

- **Resources:** Anthologies, Storytown books, Reading A-Z books, Classroom libraries, Ready Gen novels, Sleuth, motivation reading.
- **Frequency:** Daily approximately 20 minutes.

### 5. Shared Reading (K-2) Teachers use Big Books, poems, songs, articles, and/or class book sets to focus on phonics or fluency. Entire class either listens to the teachers or follows along. The text is chunked by the teacher to model specific reading and writing strategies.

- **Resources:** Anthologies, Practice Books, Readworks books, Storytown books, Articles, clippings, Reading A-Z books, Literacy Coach and Smartboard, Ready Gen, ThinkCentral, technology, amplify activities.
- **Frequency:** 2-5 times a week depending on grade level for approximately 5-20 minutes.

### 6. Phonics/Vocabulary/Spelling (K-2): Explicit instruction on the alphabetic principal: letters, sounds, blends, diagraphs. Explicit instructions to help students learn how to decipher meaning of new words and expand words.

- **Resources:** Houghton Mifflin-Storytown, Readworks, Skill Activities and Independent practice, Reading A-Z, Foundations, and Reading 3D activities and programs, Literacy Coach and Smartboard. Cursive writing/phonics Brain Pop, ThinkCentral, Ready Gen.
- **Frequency:** 2-5 times a week for 5-15 minutes depending on grade level and instructional skill being taught.

### 7. Conferencing: Teachers meet one-on-one with students weekly to assess students for instruction and support during independent reading. Teachers' follow-up with next steps for each student.

- **Resources:** Teacher choice templates provided by Literacy Coach and/or Teacher-Made templates, and Literacy Coach.
- **Frequency:** Daily – at least 5 children per day. All conferences are recorded on an individual student log sheet or in a conference book.

### 8. Questioning and Assessing: DOK: All teachers use Webb's Depth of Knowledge (DOK) which provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive

demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks. (Level 1: Recall – Basic questions; Level 2: Skill/Concept; Level 3: Strategic Reasoning; Level 4: Extended Reasoning – Highest level.)

9. **Writing:** Utilization of the writing process, use of editing/revising techniques to prepare a literary final essay, Monthly Genre Writing, Book of the Month Responses and Activities, Ready Gen Writing skill focus, and Storytown Writing Connection. Performance tasks, students maintain work folders, Writer's Notebooks, and portfolios which reflect students' ideas, insights, reflections, best pieces of writing and weekend writers, where students have to write a -- oral presentation – debates, reports, writing projects, research, etc.
- **Resources:** Houghton/Mifflin, Readworks, Book of the Month lesson, Literacy Coach, Cursive Writing, Ready Gen, writing.
- **Frequency:** Daily 20-30 minutes depending on instructional skill being taught.

**Classroom Libraries:** All classroom libraries consist of children's dictionaries, literature, including fiction, poetry and nonfiction books that appeal to a variety of different interest, to better engage students in reading and writing. All libraries are leveled according to Fountas and Pinell Leveling system A-Z.

### **Technology Programs:**

- All PreK-5 students use the R&R Reading Program at least two times a week which focuses on phonemic awareness, fluency, text comprehension, and writing on the computer.
- Brain Pop
- mClass Reading: Palm Pilot one-on-one reading activities and assessment program based on the Big Idea in Beginning Reading: Phonemic awareness, alphabetic principle, accuracy and fluency, comprehension and vocabulary.
- Smartboard – Starmatica, Brainpop, interactive, think central, active aspire.
- Teacher created activities.
- ThinkCentral

### **Special Education Grades PreK-5**

- General education teachers will review each student's IEP in order to select reading materials at, or slightly above their reading level, to support the child's success in the classroom.
- Teachers will continue to update the parent and school assessment team at the student's meeting or exceeding the instructional reading level.
- All general education teachers, special education teachers and related service providers will, within one year, and according to the prescription and modifications of K-5 students' Individualized Education Plans, follow these instructional strategies:
- Participation in Assessments: some Special Education students will participate in New York State Assessments with accommodations which will be used consistently throughout the school year. General education and special education teachers, as well as support staff, will administer the tests.

State and city tests, teacher assessment, periodic city assessment, Palm Pilot technology, assisted testing with skills centered results, monthly ELA quizzes, mid-year and end of year assessments, New York State Examinations, are all indicators to make sure that Special Education students master the material. All monthly, mid and end year assessments are modified to meet the students' Individualized Education Plan.

### **2. Key personnel and other resources used to implement each strategy/activity**

6. Ms. Holstein-Literacy Coach, administration, Network support staff, and outside staff developers will work on supporting staff on implementing Teacher Effectiveness.
7. Administration and outside staff developers will meet with all teachers and specialists will for 3 hours monthly Teacher Effectiveness training
8. Literacy Coach will meet with teachers during common planning time to plan and discuss units.
9. Principal will meet with teachers and literacy coach to collaborate during monthly common planning meeting and grade conferences.
10. Ms. LeGrier will make sure all students IEP mandates are in place and discussed and understood with teachers.
11. Administration and specialists will provide teachers with immediate observation feedback.
12. Administrate will provide all teachers with on-going PD on all components of the Danielson Rubric

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. By the end of the 2013-2014, all teachers will be evaluated based on the 22 components of Danielson and Teacher Effectiveness.
- 2. Self-reflections will be used during pre/post observations with administration.
- 3. 50% of lessons will increase their HEIDI rating by one level from original lesson to the observation of the modified lesson.

**4. Timeline for implementation and completion including start and end dates**

- 1. All teachers and specialist will meet with the administration to go over their Goals and Objectives for the school year.
- 2. All teachers will meet with the administration to discuss how they will be rated during the 2013-2014 school year.
- 3. All teachers will be observed both formally and informally, a minimum of three times per year and will engage in mid-year and end of year self-reflections and assessments.
- 4. On-going feedback from literacy coach, network, outside staff developers, and administration to support teacher effectiveness.
- 5. All teachers will received 3 hours of ADVANCE Training- Teacher Effectiveness
- 6. Weekly grade collaboration and monthly grade meeting with administration.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. All teachers will received a copy of the book: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson.
- 2. All teachers will receive on-going professional development on the Framework for Teaching from August 2013- June 2014.
- 3. All teachers will receive a copy of the book: Comprehension and Collaboration. On-going professional development and teacher presentations throughout the year based on chapters.
- 4 . Common preps for teachers to meet and plan lessons.
- 5. Technology lab for teachers to utilize and a class set of laptop computers that can be wheeled into classroom for instruction.
- 6. Technology instruction for all grades.
- 7. Use of SmartBoards and internet in all classrooms.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school has provided parents with information and training needed to effectively become involved in educating their children in another common core subject ELA. Workshops are organized by the Parent Coordinator. Through the Learning Leaders program workshops are for parents of students in Grades 3 – 5. They are held at a time conducive for parents to attend with their child. The Parent Coordinator normally maintains a log of events and activities planned for parents each month.

Common Core Parental Involvement Workshops/training will be implemented by Principal and staff. The purpose is to give the parents an understanding of what Common Core means and what the students are expected to know to become college ready. The PTA will have an updated webpage with information to move the culture of their school.

The Learning Leaders program will continue along with additional workshops that will be planned by the SLT. While the students are in school on Saturdays getting extra help with ELA and Mathematics, parents will be taught ELA for all grade levels. This program will not only target Title 1 parents but all parents in need of assistance. Classes will be designed according to grades and qualified teachers will be teaching the classes. Presentations will be done at the PTA and Title 1 meetings. This information will be conveyed via their child's backpack and in a language that parents can understand.

The principal has an ongoing program called the Weekend Writers. It is designed for parents to help their child with his/her writing assignment and homework. It has become a successful program in helping the students to write well, and express themselves clearly.

From the surveys and suggestion box that is managed by the PTA, we identify that ELA is another subject area we needed to address in getting our parents on task in helping their children with homework. ELA websites were given out at the PTA and Title 1 meetings to further help the parents and their child to have a better command of the English Language.

The school surveys and feedbacks are also used to reach parents. This information helps the principal to design strategies to more effectively meet the needs of parents and to enhance the Title 1 program. ELL students get extra help and workshops that will be setup for ESL parents to communicate better in order to build stronger ties with the school and other members of our school community.

ARIS link is another tool parents can use to see how their child is doing in ELA and to find different ways to help their child in that subject area. This will lead to further planning and decision making in support of the education of their child. A dialogue must be held with the teacher and the principal regarding

measures and strategies that will be used to better educate the child.

Engage NY: Is a website designed to help parents and educators grasp the new standards set forth by recently implemented changes in the educational system. It provides parents with instructional resources, ideas, webinars, and professional development to better support their children in reaching their academic potential.

ELA: Upper Grades: Implementation of Motivation Reading.

Motivation Reading is aligned 100 % to Common Core Learning Standards and the New York State Common Core Standards Teaching Shifts. Motivation Reading integrates critical and creative thinking, which results in life-long learners. It engages students in rigorous and relevant learning experiences and builds higher levels of reading ability. Motivation Reading reinforces instructional strategies taught in the classroom to promote reading comprehension. It provides multiple activities within the units to reinforce instruction. Each unit is comprised of a reading passage, multiple-choice questions, critical thinking questions, a journal entry, a creative thinking activity, homework, and parent activities.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

P.S. 15Q started the BELL (Building Educated Leaders for Life) After School Program in September 2012. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2013-2014. The program will accept only 160 children and licensed teachers will run the program.

### **Goal and Action Plan #4**

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.

**Subject/Area: Physical Education**

#### **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.

To have students learn and understand why nutrition, activity and health are important and beneficial toward a long healthy life. Utilizing the Common Core Standards and Vocabulary in planning and practice. Students will identify the importance of daily exercise using locomotor and non-locomotor skills. Students will identify basic body parts and how they function as it relates to physical education and health. The major components of Physical Education include movement exploration, calisthenics, dance, games, and team sports. Students will gain knowledge of the importance of nutrition, safety and environment, injury prevention, mental and physical hygiene and disease prevention. This will create an environment of strong, healthy minds and good sportsmanship towards one another.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Target Population Pre-K-5:

- 100% of our students will have 30 minutes of physical education daily through team sports and student activities. Regional programs will be implemented in the areas of (a) basketball (b) tennis (c) track (d) volleyball (e) soccer (f) softball (g) swimming (h) jump rope (i) sports tournaments are held on Saturdays (j) cheerleading (k) track and field.
- Students will use a variety of equipment to learn basic sports and movement skills.
- Standardized lessons addressing the issues of (a) overweight (b) obesity (c) cardiovascular disorders (d) Type II diabetes
- Structured recess with work stations.

- Nutrition Team (staff/students) who meet every three months with lunch staff to discuss and focus on healthy diet.
- Organized events such as School Pride Day.
- Students will learn proper eating habits to promote good habits through the Nutrition Committee
- Students will learn and understand the function of movement as it relates to the body.

K- 5 students must have 120 minutes of PE per week. All students have the allotted time during recess or PE/Dance scheduled classes.

K-3 must have PE daily which is during recess time.

Grades 4-5 must have PE at least three times a week which is implemented during recess and dance scheduled classes.

Implementation Timeline:

- Grade K-3 standards will demonstrate mastery of basic locomotor skills: run, hop, skip, and jump.

Basic Skills

1. Standards will dribble a basketball using one/both hands.
2. Students will dribble ball on a straight line.
3. Students will dribble and shoot the ball in a basket.

Movement Skills – Standard 1/January-March

1. Students will walk a straight line.
2. Students will run a straight line.
3. Students will run a straight line forward and backwards.
4. Students will run laps.
5. Students will run laps forward and backward.

Dance – Standards 1,2, 3/April-June

1. Students will use locomotor and movement skills to manipulate various movements.
2. Participate in dance routines using a wide range of cultural components – Latin, African, European, and Caribbean.
3. Incorporation of music which includes Hip Hop, Salsa, Calypso.
4. Orchestrated assembly program.

Three Ball Skills Throwing and Catching – Standards 1, 2, 3/Grades K-3 September-November

1. Students will learn various hand positions to catch a ball.
2. Students will catch a ball without stopping it.
3. Students will learn to throw a ball bending their arms and bringing the ball to the chest.
4. Students will be paired in groups of two working together to throw and catch.
5. Students will throw and catch back and forth to each other without having ball hit the ground.

Movement Skills Standards 1,2, 3/Grades K-3 September-December

- Balancing Skills
  1. Students will learn proper balancing techniques
  2. Students will stand on one leg without falling
  3. Students will jump over obstacles keeping their balance.
  4. Students will run and jump over obstacles keeping forward progress.
  5. Students will consistently run and jump over obstacles without hitting the ground.

## Locomotor—Continuous Training Standards 1, 2, 3/September-April

- Fitness Gram
  1. Students will be measured for height and weight.
  2. Students will take an endurance test running back and forth on a straight line until tired.
  3. Students will be tested on the flexibility of the body with sit and reach and stretch and reach which will be measured.
  4. Students will be tested on reps of pushups.
  5. All data will be logged.

## Movement, Listening Skills, Sportsmanship Standards 1, 2, 3/May-June

1. Students will participate in a variety of activities, which include the handling of equipment.
2. Students will learn how to show sportsmanship in various tournaments: i.e., softball, soccer, basketball; in teams of five.
3. Tournaments will be organized and have a safe environment.

## Health Concepts Skills Taught:

- Grades K-1: Physical activity, nutrition, injury prevention
- Grades 2-3: Physical activity, nutrition, injury prevention, personal and consumer health
- Grades 4-5: Physical activity, nutrition, injury prevention, personal consumer health, community and environmental health

## Topics Discussed in Health that the students will learn:

1. September: cleanliness
2. October-November: body maintenance
3. December-January: Nutrition
4. February-March: HIV awareness
5. April: Family and health
6. May: Safety and environment
7. June: Disease prevention

## Indicators of Interim Progress and/or Accomplishments:

- Fitness gram assessments
  - a. Height to weight ratio
  - b. Endurance
  - c. Stretching
  - d. Exercise analysis
- Teacher assessments, observations
  - a. Test/exams
  - b. Written assignments
  - c. A mid-term and final will be administered to each grade level.
- Salad Bar

- I. Dance Making/Performance: Through participation in dance classes, students achieve the ability to develop skills and technique. Students explore dance movement through improvisation. Students contribute to a class dance, demonstrating the ability to choreograph. Students demonstrate the ability to perform.
- II. Developing Dance Literacy: Students understand that dance is a special way of expressing and communicating. Students develop a basic dance vocabulary, terminology and use of symbols. Students respond in words, movement and pictures, demonstrating the ability to analyze critique and communicate about dance. Students understand that there are different approaches to and forms of dance demonstrating the ability to identify, compare dance styles genre, major works and artists.
- III. Making Connections: Students understand dance history and the social and cultural significance of dance. Through activities,

students demonstrate the ability to connect dance to other arts and disciplines. Students utilize technology through the use of DVDs/videos of professional dance performances. Through participating in and reflecting in dance students connect dance to health and well-being.

- IV. Working with community and cultural resources through the school's participation in partnerships with dance artists and programs students engage with community, colleges and universities. Students become aware of print video and on-line resources for dance research. Through in school experiences in dance class, students will understand that dance is part of the school day and how dance benefits the school.

Physical Best, NY State and teacher generated curriculum

• **Key personnel and other resources used to implement each strategy/activity**

1. Pre-K-5/Staff—P.E. Teacher and Dance Teacher

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Practice, observation, assessment, performance, outreach

• **Timeline for implementation and completion including start and end dates**

1. September – June Dance/PE period, talent period, afterschool enrichment

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Support staff, partnering outsourced professionals, student teacher artists

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents in general play a vital role in the health of their children and can strongly influence the choices they make at school. Making good choices regarding physical activity and nutritious food leads to improved student health — and healthier students are better learners. So at PS 15 we encourage the parents of our students to play an active role in supporting a healthy school environment. Parents have stepped up to the plate in getting involved in different sporting activities at the school. For the school Basketball team, parent volunteers assist with various functions such as administrative work, referees, and coach. We also have parents who are Learning Leaders who volunteer their time for the USTA Program. Other parents volunteer for the swimming program. They assist the school in bussing the students to and from Roy Wilkins Park where the programs are held. These parents help set the tone for others and are an important factor in continuing to build positive parent relations throughout the school. These parents see firsthand that you really care about the students and their well-being.

Keeping open lines of communication with parents and community members is an important goal at PS 15. To demonstrate appreciation for continued support, the school has its annual School Pride Day where parents and community members get the opportunity to observe and participate along with the children in a variety of interesting, interactive activities.

Many studies have indicated that children of active parents tend to be more active than children of inactive parents. Therefore, at PS 15, we are promoting a healthy family where zumba and yoga classes are held afterschool for parents to be a part of the fitness program offered at the school. If you don't want to exercise your body, you are offered chess to exercise your mind.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

P.S. 15Q started the BELL (Building Educated Leaders for Life) After School Program in September 2012. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2013-2014. The program will accept only 160 children and licensed teachers will run the program.

## Goal and Action Plan #5

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 #5

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

**Subject/Area: Science**

### 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.

To emphasize a Science program which will utilize the Common Core Standards to foster hands on student learning with effective engagement and practices.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

*PreK - Kindergarten* is the beginning of the discovery stage. Students will learn about trees through the seasons and explore properties such as wood, paper and fabric as well as animals. The student will gain an understanding of these different FOSS by June 2014.

*Grade 1:* Students will continue to focus on the diversity of animals such as insects. Properties of matter will be introduced where they will learn about solids and liquids. They will continue to explore nature in terms of weather and seasons.

*Grade 2:* Students will remain actively engaged in the discovery of earth materials such as pebbles, sand and silt. The instructional learning will continue to look at a different FOSS-Balance and Motion and New Plants.

*Grade 3:* Students will be able to explain natural phenomenon's, earth/universe and their systems, structures, processes, understand the systems, order, organization, bones, muscles and skin of the human body. Understand/recognize the various facets of physical science. Learn the environmental factors, life cycle, basic properties and components of plants and soil.

*Grade 4:* Students will focus and understand: energy magnets, electricity, matter, fossils, animals and humans (their behaviors/adaptation in different environments). Earth and the universe observations, lab evaluations and written responses which focus on the State Science Exam. Hands on experiments with Harcourt Mifflin, practice science inquiry tools to measure things (volume), grow plants, test theories, analysis.

*Grade 5:* Students will be able to utilize prior/present skills to understand: weather and climate, the shaping of landforms (as it relates to the earth), forces and motion, ecosystems and their connection to animals, humans and organisms.

The Science Lab is used to enforce Mathematical concepts with Science. The lessons are geared towards reinforcing measurement, fractions and geometry with the use of science content.

- **Key personnel and other resources used to implement each strategy/activity**

6. Accountability: classroom teachers, principal and assistant principal

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Teacher Assessments, lab study, mid-term/final, 4<sup>th</sup> Grade Science State Exam, Science Fair.

- **Timeline for implementation and completion including start and end dates**

1. Teachers will meet at least 8 times throughout the year to discuss students' work and assessment. Teachers will collaborate during common planning times during the week, during professional development offered monthly to all teachers and specialists, during staff conference PD, and ADVANCE training.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. To support the teachers with instructional strategies and activities, the administration, coaches, specialists, Network Leaders, and outside staff providers will be supporting teachers monthly from September 2013 to June 2014. The Administration Team as well as Inquiry members will be meeting at least once a month on Fridays during cabinet meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Science is a subject matter that is hands on. Parents are asked to assist their child with their science project. This entails going shopping with the child to get the required materials for the science project to helping with gathering the information. This information is then compiled from beginning to end with the parent help. Depending on the project the child selects, parent involvement will be heavily utilized in explaining the different steps for any hypothesis that has to be proven. Parent and child are actively engaged in the discovery process. Other fun activities that involve parents are gathering different color leaves, making a bird house, planting flowers, watching climate patterns, catching dragon flies and discovering and exploring the natural world around us. A Science Fair is held in May to reinforce learning experience in the classroom. A showcase is presented at the school for the parents and community. Students are often selected to participate in the District Wide Science Fair where awards are presented.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Tax levy classroom teachers; internet access**

P.S. 15Q started the BELL (Building Educated Leaders for Life) After School Program in September 2012. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2013-2014. The program will accept only 160 children and licensed teachers will run the program.

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<p>We have implemented several AIS reading intervention programs in grades PreK-5 which focus on assisting struggling readers, reluctant readers, avoidance readers, and ELL's by engaging our students in the student of literature and language. All grades PreK-5 use the Urban Education Exchange Program (UEE), a comprehension skills literacy program, daily during their 100-minute literacy blocks. UEE is designed to help readers focus on comprehension/skills instruction with the whole class, small group instruction, and one-to-one instruction.</p> <p>All PreK-5 grades also use Study Island Reading Program at least two times a week. This program focuses on phonemic awareness, fluency, text comprehension, and writing using computers. The programs engage young readers one-on-one through rich, visual illustrations and text.</p> <p>AIS students testing grades, meet five times a week for one period in small group instruction using the Reading Plus Program. AIS students in grades PreK-2 meet 3-4 times a week in small groups for one period with the Reading Plus Program. The Reading Plus</p>	<p>Small group</p>	<p>During the school day, Saturday and Holiday School, and Bell Afterschool Program.</p>

	<p>Program is a reading intervention program that focuses on phonic, fluency, vocabulary, and comprehension activities to build students' reading levels.</p> <p>Students in grades 3 and 4 are serviced with the Foundations – Wilson Program, a specialized language program for children with reading/language difficulties in a small group setting.</p> <p>For 37.5 minutes daily, PS15Q provides all students who are far below or approaching standards small group AIS instruction with selected teachers working on specific skills that they are deficient in.</p>		
<p><b>Mathematics</b></p>	<p>Students will take a math benchmark assessment test in September to aid in grouping in PreK-3 MCLASS Mathematics assess where classroom teachers are responsible for disaggregating the data. Based on the student's performance results, they will then be grouped according to their instructional level. Teachers and administrators will continue to use the data for differentiated instruction during the 90 minute math block. Every child in grades 1-5 from September-June are grouped according to their ability for a variety of content based activities (10 students to 1 teacher) as part of their Extended Day 37.5 minutes of focus instruction based on the individual student data. September-January teachers will continue to assess each child as part of their ongoing practice using Acuity, Everyday Math Unit Test, MCLASS Math (Beginning of the</p>	<p>Small Group</p>	<p>During the School day, Saturday and Holiday School and Bell Afterschool Program</p>

	<p>Year, Middle of the Year, and End of the Year, Periodic Assessment, as well as teacher created test. EDM Math Boxes as well as teacher observation will be used for daily/weekly focus instruction within the everyday lesson.</p> <p>All of our students in grades 3-5 will participate in a 37.5 minute Extended Time 4 days a week with specific guided practice lesson. Every child on these grades (including our special education and ELLs population) are given an opportunity to attend our Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test using the mathematics instructional materials from Empire State Mathematics March to May 2012. Our students are provided with specific math strand material from the Finish Line Series as a way of supporting our students in mastering the New York State Mathematics Strands which can be translated into student success by meeting the state standards for their specific grade.</p>		
<p><b>Science</b></p>	<p>None in this area at this time. However, a focus of Science through Reading is in place to keep our young learners current in appropriate grade level Science.</p>	<p>Whole Class; small group; science club</p>	<p>During the school day</p>
<p><b>Social Studies</b></p>	<p>African American Cultures through the Arts: The course will engage students in African American Cultures through the Arts. Based on</p>	<p>Administered to Grade 4 and 5 students in the Library.</p>	<p>A weekly schedule will be given to 4<sup>th</sup> and 5<sup>th</sup> grade classes.</p>

	<p>Common Core Standards, the academic focus will center on literature, writing and discussion through document based inquiry and questioning.</p>		
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>At Risk Services provided by the Guidance Counselor:</p> <p>A Guidance Counselor's role is to observe a child's behavior. The Guidance Counselor will remove a child and speak with them quietly when necessary. In some cases, the Guidance Counselor will continue to see the child depending on the child's needs. Conflict resolutions are used when students have difficulties with others. Educational manipulatives and appropriate youth development games are used to support the instructional and social development of the whole child. If the Guidance Counselor feels that the child needs further evaluation, she will refer to the SAT (Social Worker/Psychologist) for observation. The Guidance Counselor is a member of the PPC (Pupil Personnel Committee).</p> <p>At Risk Services provided by the School Psychologist:</p> <p>All teachers are able to refer children if they believe the child demonstrates academic deficiencies and unusual behaviors. The psychologist is a member of the PPC. The psychologist conducts</p>	<p>Small group instruction and one to one</p> <p>One to one evaluations</p>	<p>During the school day</p> <p>During the school day</p>

	<p>evaluations for referred students and determines eligibility for Special Education, making recommendations for services and ensures that all guaranteed procedural safeguards are provided to the parents.</p> <p>At Risk Services provided by the Speech &amp; Language Therapist:</p> <p>At Risk Speech and Language Services is designed as an early intervention to prevent long-term academic failure. At risk students are identified early in order to prevent speech, language, and communication disorders from occurring. As soon as the data indicates that students are struggling to meet grade-level expectations the Speech Language Pathologist conducts an informal screening and in-class observation to examine five basic areas of communication: articulation, language, pragmatics, voice and fluency. High-quality interventions, indirect therapy, direct therapy are then provided to match the student's specific needs. Direct therapy is given either individually or in a group setting for thirty minutes twice a week. Indirect services are given to support the direct intervention by monitoring progress, offering curriculum support, consultation, and collaborating with the related service provider on a regular basis. The speech Language Pathologist services the at-risk students in order to help them improve their academic performance and achieve academic progress. It is important to early intervene and provide appropriate interventions</p>	<p>Small group instructions</p>	<p>During the school day</p>
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	<p>and supports in order to prevent learning and behavioral problems from becoming larger issues. The at-risk students are generally provided therapy for 2 months. Frequently these students make further improvements without enrolling in Special Education. If progress is limited, other interventions are considered.</p> <p>At Risk Services provided by the Occupational and Physical Therapist:</p> <p>The emphasis of school-based occupational and physical therapy is to help students access the academic environment and participate to the maximum extent possible in educationally related activities. Therapists are responsible for evaluating and treating students with disabilities, maintaining daily progress and attendance records, writing progress reports, attending IEP meetings, and recommending adaptive equipment, environmental accommodations, or assistive technology. In addition to these services provided to students on their caseloads, occupational and physical therapists work collaboratively with teachers and other school staff to serve the school community in a variety of ways. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in the Academic Intervention Team/Pupil Personnel Team</li> <li><input type="checkbox"/> Screenings/observations in classroom or other school environment</li> <li><input type="checkbox"/> Consultation with teachers to offer strategies and classroom</li> </ul>	<p>Small group instruction and one to one</p>	<p>During the school day</p>
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	<p>recommendations for individual students or the whole class</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attending meetings that support student programming (i.e. school meetings, parent meetings)</li> <li><input type="checkbox"/> Activities that support students in natural environments or general education curriculum ( i.e. social skills groups, exercise groups, functional sensory motor groups, handwriting groups)</li> <li><input type="checkbox"/> Staff in-service and professional development (i.e. in-service to kindergarten teachers on developing fine motor centers)</li> <li><input type="checkbox"/> Provide assistance in environment adaptations, acquiring, or modifying equipment or devices</li> <li><input type="checkbox"/> Linking parents to appropriate community-based resources</li> <li><input type="checkbox"/> Designing home exercise programs and related activities for carryover</li> <li><input type="checkbox"/> Supporting school compliance and data tracking</li> </ul> <p>At Risk Health-related Services:</p> <p>All teachers and staff are required to pay keen attention to the children's behaviors as they relate to possible mental or physical health. At the onset of any suspected weaknesses, the child is seen by the school nurse. If the school's nurse identifies a situation in need of further professional attention, the parents are called for prompt discussion and proper referral.</p> <p>The school works closely with the "BETSA Foundation," a community based organization that provides glasses, clothing and other support to our students and parents.</p>	<p>Whole group observation; One-to-one observation</p>	<p>During the school day, Saturday and Holiday School</p>
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Services Provided by the IEP Facilitator:

The IEP Facilitator moves the agenda for the SAT. She confers and accepts requests for referrals from the classroom teacher and brings it to the attention of the Pupil Personnel Committee. As chairperson of the PPC, the IEP Facilitator prepares the agenda which includes discussion of the update of current cases, update of all intervention services, and presents new requests (from a teacher or parent). The IEP Facilitator documents and keeps the confidential files in order. The IEP Facilitator attends all initial evaluation meetings, determining goals from the social and academic history of the child. The IEP Facilitator is a co-teacher in integrated co-teaching classes three periods per day. She also insures that every child who is entitled to related services, receive them. The IEP Facilitator oversees all Annual Reviews completed on SESIS, ascertaining that the teacher has completed and finalized the meeting notice at least 7 days in advance, prepare for coverage so the teacher can attend the meeting, that the attendance sheet is uploaded and completed. The IEP Facilitator also ensures coverage for the teacher to attend the meeting. She also reviews the IEP for errors, finalizes the document and sends a copy home. The IEP Facilitator is also a Crisis Manager for Special Education students.

Whole group, one-to-one, tutoring individual students and small groups

During the school day.

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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

The New York State Teacher Effectiveness Program is implemented to support teachers and administrators with supervision and instructional practice. Characteristics evident in a Highly Qualified Teacher include demonstrating organizational skills, enthusiasm (energy), an apparent love of children and teaching. A HQT has the ability to use wit and humor and is perceived by students as fair and approachable. A HQT displays self-confidence in front of a class: the teacher has control of the classroom and the students know who is in charge. A HQT is always prepared with the subject material and is always searching for and using, new methods to teach an old concept. Lessons are prepared, executed strongly, and can easily be adapted to fit the tone, environment, or mood of the class. The Highly Qualified Teacher takes pride in her work and always strives for excellence.

In order to ensure that current staff becomes highly qualified, the teacher must execute several key areas of mastery, planning, and preparation.

- Teacher shows excellent communication skills
- Promotes a safe and organized environment conducive to learning
- Sets an example of good rapport for peers and students as well as parents
- Has an accurate knowledge of the various disciplines
- Can build a healthy teacher/school relationship (collaboration)
- Recognizes and executes good pedagogy
- Able to plan effective lessons to move instruction
- Sets high standards for our learning community
- Able to give meaningful assessments based on data
- Can manage a variety of different students
- Supports the needs of all students, faculty, and parents, as well as the community
- Checks and returns work in a timely fashion to children
- Enhance students' self esteem
- Incorporate critical thinking skills
- Include technology to move instruction
- Focus on student's motivation
- Teacher Effectiveness Workshops will be available for all administrators and teachers.
- Give students insight into careers.
- Attend workshops, professional growth and implements those strategies to help fellow staff members and students.

The Special Education Reform Act of 2012 constitutes that all students with IEP's who receive services such as Occupational Therapy and Physical Therapy, Speech or Counseling, Small Class, must be serviced in the school in which they are zoned. In some cases, when the school does not have the Special class or service in which the student should be placed, the school is mandated to provide that student with that service by any means necessary. Consequently, the Highly Qualified Teacher is a General Education Teacher who realizes what must be done and has the ability to incorporate the Special Education students' goals into her lessons. The teacher must be able to differentiate instruction to meet the needs of the Special Education student and provide that student with

an equal opportunity learning opportunity.

### **High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The strategies and activities for high quality professional development for all teachers, specialists, and professional staff members are provided monthly after school during faculty conferences in addition to during after school hours. All staff members also are provided on-going lunch and learn professional development during the school year so that teachers can learn and collaborate in small group settings.

During the summer and throughout the school year, the administrative staff attends high quality professional development provided by the CSA organization in addition to on-going professional development at school sites and webinars.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The state provides money to support the Universal Pre-K Program for teacher salary and paraprofessional.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Our Pre-K program provides a nurturing, stimulating, learning environment where young children can thrive. Our commitment is to help children achieve their full potential so that all students will smoothly transition to kindergarten. With the help of the administration, coaches,, specialists, parent coordinator, social worker, and guidance counselor, we are meeting the individual needs of all our students in working on building on students' strengths. Based on the developmental level of each student, differentiation of instruction is implemented within the classroom through centers, small group instruction, and class lessons.

The Pre-K teacher and paraprofessional collaborates and works closely with all the kindergarten teachers in planning and implementing horizontal and vertical alignment of all common core e learning standards. Pre-K and Kindergarten Teachers have the opportunity to collaborate 2-3 times during weekly to common plan and discuss how they are implementing the curriculum into their classrooms. Portfolios and on-going student assessments are frequently discussed and reflected on so that academic and proper intervention student needs are addressed.

All Pre-K students eat lunch, have daily outdoor recreational times, and participate together in quarterly show presentations, holiday events, trips, classroom intervisitations and interactions in order to for Pre School children to become acclimated in PS15 School.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

The MOSL committee met during the summer, with representatives from the teaching, as well as the administrative staff, to select the assessments that would be used in teacher evaluation. Specific professional development on the use of formative and summative assessments, as well as the creation of effective teacher-made assessments, is addressed in our PD plan. The assessment process is that the teachers understand that assessment, analysis questions and data, provides students with feedback, and further assessment which lead to next steps and student growth. Teachers collaborate with the administration and their peers to discuss on-going data, progress monitoring, and next teaching steps. Teachers meet biweekly during common preps, grade meetings, faculty conferences, and professional development to discuss the assessments being used, analyzed data, look at student work, and provide the administrative team feedback and next steps needed in order to move the instruction.

Teachers differentiate their assessments based on their class and the different leveled learners in the classroom. Teachers use the most current quantitative and qualitative data regarding student performance trends and additional indicators listed below to properly assess the students.

ELA: Teachers use a variety of ELA testing materials to assess their students such as Baseline assessments, Ready Gen Performance Tasks, ReadWorks and textual analysis passages, Storytown assessments, teacher constructed ELA biweekly and unit tests based on skills and/or strategies taught, in addition to Think Central and Engage NY resources available on line. On-

Going comprehension and skill assessment conducted using Amplify assessments 3x a year in addition to progress monitoring.

Math: Teachers collaborate using Go Math chapter tests, Unit tests, Performance Based Assessments, Critical Thinking Tasks, Teacher made quizzes, Think Central Website, Amplify Testing for beginning/middle/end of year testing and progress monitoring in addition to Base line testing.

Professional Development: Based on teacher requests, teacher data, and teacher observations and feedback, PS15Q provides on-going professional development to all teachers and specialists over the summer and throughout the school year. Professional Development sessions are held after school, on weekends, during faculty conferences, and grade conferences.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

**P.S. 15Q School Parental Involvement Policy**

At P.S. 15Q, we believe that ongoing involvement of parents is very important to the success of our students' education. Our school creates and supports a strong parent-school partnership. We encourage parent volunteerism and plan meaningful activities in which parents and families may participate. P.S. 15Q is working with our Children's First Network (CFN), FHI 360, an organization that is committed to developing and maintaining strong programs of school, family and community partnerships. P.S.15Q will focus its programs and activities on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Through active pursuit of these six areas, P.S. 15Q will strive to create the best possible learning environment for its students. In reference to our CFN, FHI 360 uses research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. To create and support strong parent-school partnership, this policy will be revised annually.

Parent Orientation Open House Meeting is held annually at the beginning of each year. Two meetings are generally held - one for the lower grades (PreK-2) and the other for the upper grades (3-5). All parents are invited and encouraged to attend to be reintroduced to the school's vision and expectation. The purpose of the parent orientation open house meeting is to provide parents an opportunity to meet and greet the teachers, paraprofessionals, and additional support staff who will be working with the children. The parents will also sit with their child's teacher to understand the curriculum and social development for the entire school year. The teacher provides sample school books, the curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school PA/PTA is another way that parents get involved. Meetings are hosted once a month where parents convene to talk about their issues, concerns and recommendations, school progress, school activities, community activities, changes that affect parents regarding school legislations and plan activities for parents and children to socialize. We also have recognition of student achievements, parent conferences, Title 1 meetings and workshops. Additionally, we provide childcare, food, workshops, conferences and transportation which will be offered as needed to the extent feasible and possible, in order to eliminate potential barriers to parent involvement.

P.S. 15Q will provide parents with timely and pertinent information regarding parent involvement, their child's achievement and the school's performance. This will include, but is not limited to, the following:

- Yearly Title 1 and Curriculum Open House meeting
- School performance records and proficiency level expectations distributed at the beginning of each school year
- Written communication from teacher, including daily notes, weekly take-home folders, report cards and formal standardized test scores reports
- ARIS
- Oral communication from teacher including
  - Phone contacts (goal: contacting 50% of population each grading period)
  - Parent Teacher Conference opportunities (at least two opportunities per year)
  - Interaction at after-school functions

- Text Messages

- PA/PTA meetings
- School Council meetings
- Parent Workshops
- Newsletters
- Monthly Calendars
- Posting upcoming events on outside marquee, school website
- Suggestions Survey distributed to all parents at the beginning of each year
- Timely responses to parents suggestions through telephone calls, notes and conferences
- Satisfaction Surveys distributed to all parents at the end of each year

Parents, through the annual Open House meeting and the P.S. 15Q Handbook, will be assisted in understanding the following: the National Education Goals, the State of New York's content standards and student performance standards, school improvement process (when applicable), the State of New York's assessments, the Schoolwide program, and Title I requirements. Translations will be provided to the extent possible, funded by Title I.

Ongoing Parents nights will provide opportunities for parents to participate in school related activities throughout the year. The Parent Coordinator will organize Parent Workshops, through which information will be distributed to parents on how to help improve their children's achievement in school. The topics of these workshops will include, but not limited to, literacy, math, science, computer security, financial planning, energy savings, and parenting. Materials and information regarding child development and school achievement will also be made available to parents through monthly newsletters and through the Parent Coordinator. Additionally, Parent as Leaders Program (Learning Leaders) training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Coordinator will attend monthly faculty meetings and will inform faculty of parent concerns and/or activities when appropriate. The Parent Coordinator will also distribute information which stresses the value and utility of parental contributions and involvement in school personnel. When appropriate, the Parent Coordinator will work to build partnership with organizations, businesses and other schools in the community. These partnerships will be informed in order to improve the involvement of the community in the school, through volunteer work or the donation of gifts, and the involvement of the school in the community.

The Parent Coordinator is an available resource to provide information and support to parents. Parents are made aware of the Parent Coordinator during the Annual Open House meeting and through the parent newsletter. The Parent Coordinator has on office compiled of an inventoried resource list of books, magazines, articles, videos and DVD.s. The resources include information on child achievement in the areas of math and literacy, child development, best practices of child rearing, effective ways for parents to get involved in the school, and current volunteer opportunities for parents. To the extent possible, resources will be provided in English, French and Spanish. The school, parents, and coordinator will develop a Parent-Teacher-Student Compact jointly. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards.

The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents and will be sent home with each student. Translations in other languages will be available as needed and the extent possible. The school will collect suggestions and comments from parents on an ongoing basis, through the beginning of the year parent interest surveys, ongoing parent workshop evaluations, and the end of the year Parent Satisfaction Survey. All data, comments and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, shall be revised annually. This information will be considered in the revision of the Parent Involvement policy and Parent Involvement Action Plan for the school. The school will provide timely responses and suggestions.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**P.S. 15Q School-Parent Compact 2013-2014**

**School Responsibilities**

P.S. 15Q will:

- Provide high-quality learner-centered curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standardized tests.
- Hold parent-teacher conferences (at least twice for the school year) during which time the teacher will discuss the compact as it relates to the individual child's achievement. The conferences are normally held in November and March of the school year (one in the afternoon and the other in the evening to accommodate all parents).
- Provide parents with frequent reports on their children's progress orally and written.
- Provide parents reasonable access to their child's teacher and staff. Parents wishing to meet with their child's teacher should contact the teacher to arrange for an agreeable date and time.
- The school provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
- Parents are involved in the planning, review, and improvement of the school's parental involvement policy and the school-parent compact.
- Parents are also involved in any Schoolwide Program that the children are participating in.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A and to explain Title I. The meeting is normally convened at a time convenient 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 can attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in Math, ELA, Social Studies and Science. This is normally on the Report Card that goes out in June.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**Parent Responsibilities**

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

- See that my child attends school regularly and on time.
- Prepare my child with the necessary tools to achieve excellence in class.
- Provide a home environment that encourages my child to learn.
- Make sure that homework is completed daily and reviewed.
- Monitor the amount of television my child watches.
- My child will watch educational programs that help promote education.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.
- Talk with my child about his/her school activities.
- Encourage my child to read at home and join the community library.
- Volunteer my time at school (inside and outside the classroom).
- Participate where appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.

- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Serve to the extent possible on policy advisory groups, safety meetings, SLT, PA/PTA, Title I, Part A parent representative on the school's Parental Improvement Team, the Title I Parent Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.
- Provide additional resources helpful in supporting the school's vision.
- Bring your Father to School Day.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Always try to do my best in my work and in my behavior.
- Get to school on time everyday
- Show respect for myself, my school, and other people.
- Be prepared for all challenging educational opportunities.
- Take pride in my school.
- Uniform dress code.
- Develop my critical and creative thinking skills.
- Complete my homework assignments in a timely manner.
- Study for all school assessments.
- Monitor my television time.
- Get to bed on time so that I get enough sleep for school the following day.
- Work cooperatively with my classmates.
- Read at least 30 minutes every day outside of school time.
- Give to my parent/guardian all notices and information received by me.
- Strive to be an exceptional student
- Always respect school property and keep it clean
- Leave cell phones, game devices, music players, toys and any other items of value at home.
- Keep your hands and your feet to yourself.
- Follow the Student Discipline Code.

### **Teachers Responsibilities**

As a teacher, I will:

- Provide parents reasonable access to me at a time and date convenient to both.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Provide an environment conducive to teaching and learning.
- Help each child grow to his/her potential.
- Provide high quality curriculum and instruction to assist students in learning the Common Core standards.
- Utilize student data to motivate instructional lessons.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- Seek ways to involve parents in the school program (volunteer, participate, observe).
- Demonstrate professional behavior and a positive attitude.
- Provide monthly notifications for classroom agendas.
- Inform parents of any issues and progress in a timely manner.
- Make sure students' portfolios are accurate and up to date.
- Develop students' social skills so they can function in a public setting.
- Minimize the achievement gap between the students.
- Demonstrate leadership as a role model for the students.
- Provide Common Core Workshops for parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>29</b>	Borough <b>Queens</b>	School Number <b>015</b>
School Name <b>The Jackie Robinson School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Antonio K'Tori</b>	Assistant Principal <b>Renee Holstein</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Josephine Arduini</b>	Guidance Counselor <b>Eileen Truzzolino</b>
Teacher/Subject Area <b>Iyana Wilmott, Special Ed.</b>	Parent <b>Maria Reyes</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karen Crutch</b>
Related Service Provider <b>type here</b>	Other <b>Ms. Aragon, Schools aide</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>463</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.51%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	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 checked="" 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"/>

### 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	1			2	3	1								7
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>7</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5	0	0	2						7
Total	5	0	0	2	0	0	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE Spanish	0			0	0	0								0
SELECT ONE Haitian					0									0
SELECT ONE					0									0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	1			1		1								3

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)								
Chinese Reading Test								

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses Mclass to assess reading levels of our students. These assessments are done three times a year-Beginning, Middle, and End of year. We also use periodic standardized testing. The data from these tests drives our instruction. The results are on Aris and the information is shared with other teachers and parents. In addition, grade-level and class tests are given to ascertain the areas where the students would need additional help.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The Lab-R determines which type of instructional program the students will be placed in. All of our new students qualified for the ESL program. They were identified as Beg/Int and given the appropriate ESL units of study. Students are advancing on their proficiency levels. The NYSESLAT is showing annual improvement.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?a. We gave the students a sample test in their native language. They were not able to do it. Therefore, we tested them in English. These tests are the most accurate way of assessing their progress.  
b. The Ell students are constantly monitored, as are all students. The instructional planning is adjusted based on the data collected from formal and informal assessments. School leadership has high expectations of all of the students, including ELL students. It supports the Core Curriculum which leads to post-secondary options, including college.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Based on data gathered and progress monitoring, decisions are made about changes in goals, instruction, and services that the students will receive. All teachers working with the students will collaborate on the best plan to help these students achieve proficiency levels on the NYSESLAT.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Several strategies will be used. First, background knowledge will be built by previewing key concepts and challenging vocabulary. There will be close, interactive reading of the text. In troduction to the material will be scaffolded. Collaborative discussions among teachers will take place to help the students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Goals are aimed toward achieving the proficiency levels on the NYSESLAT. The students' success is measured by their performance on periodic tests admistered across ELA, Math, and other subjects. If the students are not meeting goals, further intervention is given.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At enrollment, the Home language Survey is administered to determine home language. If the home language is other than English, there is an informal interview with the student. If the student speaks little or no English, the LAB-R is administered within 10 school days of registration. If the student does not score at a proficiency level, the student is placed in the free-standing ESL program.
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. If the home language is not English, the parents are shown the NYC Dept. of Education video in their home language to explain their options. They are told that our school only offers the Freestanding ESL Program. If they do not understand English, we use available staff who are fluent in the language to help explain this to them. We attempt to do this on the day of registration.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Letters and surveys are printed in the native language from the DOE site. Parents are asked to sign them when they view the videos. They are given a copy. The letters are kept in a binder in a secure location. A copy is also put with the student's permanent record.
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.  
The HLIS and the LAB-R scores identify the students and determine their eligibility for the program. We place the students in the Freestanding ESL. Our school does not offer a bilingual program. If the parent would like one, we contact the DOE to find a placement.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We look at the past scores on the ATS reports to determine if the students will take the NYSESLAT. Tests are ordered by the Principal in the fall. The testing coordinator and the teacher in charge of the ELLs make sure that all steps of the exam are administered. Students are given tests under test conditions. The tests' dates are posted. The students are tested in a quiet area. No one else is in the room except the students and two teachers. (The workshops offered by the DOE on administering the test are attended by staff members to ensure a thorough understanding of the test.)
6. 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.) 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.   
Parents have chosen the free-standing ESL program. We have a steady rate of ESL enrollment. We constantly monitor parent choice of programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a. Both a push-in and pull-out are used. When there is a pull-out, it is a heterogeneous group.
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)?

If the students are beginners, the teacher pushes in or pulls out with the students and uses the time to teach English. The time is also used to introduce the grade and subject material to the students. Content area material is scaffolded for the students. When needed, material is also brought in in their language to supplement instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content material is delivered in English. Lessons are scaffolded for the students. We will provide bilingual glossaries. Extra vocabulary help will be given. We will work on the Scaffolding the Common Core for them

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Materials and tests are obtained and in the native languages and administered. If needed, screeners will be called in for testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Student monitoring is constantly done. both oral and written evaluations are done. ELA and Math areas are assessed biweekly and reviewed for areas of help-needed and improvement.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - a. Does not apply at this time.
  - b. These students are given extra time with ESL instruction and extra time to practice the oral language. Students are taught skills to help with reading and writing. Content area lessons will be scaffolded. They will be given extended time for testing.
  - c. These students will be identified. They will be tested to see why they have not tested out. The areas of "need" will be identified and intense instruction will be given to help them. They will receive additional support in the content areas.
  - d. Does not apply at this time.
  - e. These students will receive push-in and pullout services to ensure that they succeed with less ESL services.
7. 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?

Explicit instruction is used in comprehension strategies and text structures, building background knowledge, and helping ELLs connect with their prior knowledge. Diagrams (e.g., labeling the parts of a plant) or matching activities will be used.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Doesn't apply at this time.

### 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:	None		
Social Studies:	English		
Math:	English		
Science:	English		

### 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	45 minutes per day	45 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

9. 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.

Our school offers differentiated classroom instruction, AIS periods, After-school help, and Saturday school in English. There is also time in the computer lab used to work with students and individualize extra help in Reading and Math. We use Think Central and Starfall in the computer lab.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All teachers know that all students are included in their instruction. ALL student data is periodically reviewed so that no student is left behind. We look at the NYSESLAT and the other NYS tests to make sure that we are moving our students..

11. What new programs or improvements will be considered for the upcoming school year?

The Saturday school program will be extended to additional students.

12. What programs/services for ELLs will be discontinued and why?

None at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All academic and extracurricular activities are offered to all students. We have sports, dance, music programs open to all students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have sufficient materials for all students. We have support texts at different levels to help our students. Books are leveled to reader proficiency. There are computers available to all students. Programs such as Starfall help our students. We also use PBS kids and Math sites to improve students learning. Material in their native language will be provided.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ESL- Glossaries from the DOE website are downloaded for the appropriate subject. Dual language material will also be obtained as needed. If needed, the DOE will be contacted for translators.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Since our school is PreK -5, all materials are appropriate for this group.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have a summer program in our school. Parents are given a list of community activities that will help their child. We reach out to the DOE to get information for the parents.

18. What language electives are offered to ELLs?

None.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-2. Teachers working with the ELL students take workshops offered by the DOE. These include programs that teach how to include the ESL learners in the Common Core. One workshop was the QTEL. Others are on Helping ELLs with Science and Math. Another is on preparing the students for the NYSESLAT. The guidance counselor is offered workshops in working with ELLs.

4. The school will set up workshops with teachers and parents on how to reach the ELL students and support their learning. The calendar is being revised at this time.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1-4. The school Parent Coordinator reaches out to parents with information about community organizations. They are encouraged to attend PTA meetings. She connects them with other families from similar backgrounds. Translation services are given by community and staff members. Surveys will be sent out in multiple languages to ask parents what services they would need to help their child succeed.

#### **E. 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 response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

**DBN:** 29Q015      **School Name:** the Jackie Robinson School

**Cluster:** 5      **Network:** CSN511

**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.

We look at the home language survey of each child and their families on enrollment. We have a very low ESL population. The staff is aware of the students' home language..They are responsible for providing frequent communication with the families. Translators are available to communicate with the families.

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.

We have found that we have staff and parents who are fluent in our students' needed languages. We translate written documents and speak with the families in their language. If needed, we will reach out to Central for translators. We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

## 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.

Information is given orally and written in school family partnership meetings. We also provide a welcome package on enrollment. We have staff and parent volunteers.

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.

We have school staff and parent volunteers who interpret when needed.

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>.

Letters for parental notification in the needed language will be downloaded from the DOE site. A staff member will review the information with the parent.