



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: OSMOND A. CHURCH, PS/MS 124

DBN (i.e. 01M001): 27Q124

Principal: VALARIE LEWIS

Principal Email: VLEWIS2@SCHOOLS.NYC.ORG

Superintendent: MICHELE LLOYD-BYE

Network Leader: JOSEPH BAIZE

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
Valarie Lewis	*Principal or Designee	
Elizabeth Smith	*UFT Chapter Leader or Designee	
Deborah Capuano	*PA/PTA President or Designated Co-President	
Cynthia Lapsley	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sheva Harris	Member/ Teacher	
Gloria Farley	Member/ Teacher	
Claudia Patronoiu	Member/ Teacher	
Assunta Soldano	Member/ Parent	
Nazina Sally Harris	Member/ Teacher	
Mala Rampersuad	Member/ Parent	
Devi Beharry	Member/ Parent	
Candy Phillip Manswell	Member/ Parent	
Abigail Hooper	Member/ Parent	
Rosalyn Akbarally	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

By June 2014, progress in literacy for all students inclusive of accelerated students, ESL and Special Education as indicated by the NYS ELA exam where an increase of one year's proficiency is demonstrated through the growth model in grades 4-8 by 2%.

Comprehensive Needs Assessment

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

Data in ELA reflected in comparison of the 2012 to 2013 Progress Report indicated a decrease in student performance of the mean adjusted growth percentile from 66.0- to 59.0. Comparison of data from 2012 to 2013 of the mean adjusted growth percentile for the school's lowest third indicated a decrease from 72.0 to 66.0

ELA/Literacy Needs Assessment data analysis identified the following:

Grade K:

The data analyzed to determine the 113 students identified needs included analysis of *Renaissance Star Early Reading, NYC Baseline Writing Prompt and Open Court* benchmark assessments. The instructional focus analyzed phonemic awareness and sight vocabulary related to reading readiness. The analysis indicated 72% of the students are pre-emergent readers with targeted instruction focusing on phonics, vocabulary development aligned to the Core Knowledge strand development in ELA, math, science and social studies. Tiered support in developmental writing will focus on identifying, classifying, contrasting, describing, and retelling.

Grade 1

The data analyzed to determine the 133 students in the target populations was the fall *Renaissance Star Early Reading, NYC baseline writing prompt and Open Court benchmark* assessments and previous year ending individual student goals in reading & writing. Analysis of the data indicated that the instructional focus targets should include: improved mastery of phonics, sight and content vocabulary linked to reading fluency to strengthen reading readiness, and tiered support for pre-emergent, emergent readers and fluent reader. Tiered support in the developmental writing process aligned to the Core Knowledge strands targeting supporting ideas; explaining ideas, determining reasons supported by details.

Grade 2

The data analyzed to determine the needs of the 146 students in was the fall *Renaissance Early Reading, Open Court and NYC Writing Prompt baseline* assessments. The analysis of the data indicated the instructional focus targets for improvement should include increased content vocabulary, reading comprehensions and reading fluency through informational text. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics.

Grade 3

The data analyzed to determine the needs of the 139 students in the target populations was the fall *Renaissance Star Reading, NYC Writing prompts baseline, Reading, Rally, Common Core* to support the identified tiered groups and previous year ending individual student goals in reading & writing. Analysis of the data indicated that the instructional focus should target content vocabulary, improvement in reading comprehension in fiction and non-fiction and reading fluency. Writing in all content areas needs to focus specifically on the central/main idea, illustration of ideas, organization of information culled, refer to ideas, and the theme targeting a specific point of view.

Grade 4

Of the 147 grade 4 student data culled based on their individualized learning paths which delineates targeted learning goals, in the target populations was the fall *Renaissance Star Reading, NYC Writing Prompt* baseline, *Reading Rally* assessments to support the identified tiered groups and previous year ending individual student goals in reading & writing, and reading fluency in all strands. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. There is a definitive need to develop informational writing focusing on recounting comparative information. Specifically writing targets will target categorizing concepts, comprehension of concepts which are interpreted and integrated, evidence of ideas, and drawing conclusions which are summarized.

Grade 5

Of the 150 grade 5 students data culled based on their individualized learning paths which delineates targeted learning goals, in the target populations was the fall *Renaissance Star Reading, NYC Writing Prompt* baseline, *Reading Rally and ITA'* assessments to support the identified tiered groups and previous year ending individual student goals in reading & writing. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. There is a definitive need to develop informational writing focusing on analysis of information noting the interactions between facts and details. Specifically writing will target categorizing concepts, comprehension of concepts which are interpreted and integrated, evidence of ideas, and drawing conclusions which are summarized.

Grade 6

Of the 175 grade 6 students data culled based on their individualized learning paths which delineates targeted learning goals, in the target populations was the fall *Renaissance Star Reading, NYC Writing Prompt* baseline, *Reading Rally* to support the identified tiered groups and previous year ending individual student goals in reading & writing. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. There is a definitive need to develop informational writing focusing on articulation of information delineating between facts and specific details. Specifically writing will target categorizing concepts to support arguments using connotative language. Writing and reading comprehension of concepts where one traces evidence of ideas, to draw comprehensive conclusions which are summarized.

Grade 7

Of the 181 grade 7 students data culled based on their individualized learning path which delineates targeted learning goals, in the target populations was the fall *Renaissance Star Reading, NYC Writing Prompt* baseline, *Reading Rally and ITA'* assessments to support the identified tiered groups and previous year ending individual student goals in reading & writing. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and application of concepts gleaned to develop a solid written response to a prompt. There is a definitive need to develop informational writing focusing on drawing analogies of information delineating details. Specifically writing targets, categorizing concepts to support arguments using connotative language. Writing and reading comprehension of concepts where one traces evidence of ideas, to draw comprehensive conclusions which are summarized.

Grade 8

Of the 136 grade 8 students data culled based on their individualized learning path which delineates targeted learning goals, in the target populations was the fall *Renaissance Star Reading, NYC Writing Prompt* baseline, *Reading Rally* to support the identified tiered groups and previous year ending individual

student goals in reading & writing. Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and application of concepts gleaned to develop a solid written response to a prompt. There is a definitive need to develop informational writing focusing on drawing analogies of information delineating details. Specifically writing will target categorizing concepts to support specific points of views, arguments using connotative language. Writing and reading comprehension of concepts where one traces evidence of ideas, to draw comprehensive conclusions which are summarized and include a well supported position

- **Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. : Identified students targeted for At Risk Intervention to include language acquisition services during the teachers PD periods with service extended for 10-week cycles and then a re-evaluation. All students attend Extended Day sessions on Monday-Tuesday from 2:20-3:10 , AIS Academy Monday, Tuesday, Wednesday and Thursday for 1hour 30 minutes from October – June 2014; Saturday Academy 8:30-12:30 commencing October 2013- June 2014 Addition of the *Interactive Reader*, Prentice Hall**

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

Kindergarten

- **Phonemic Awareness, listening comprehension, and reading comprehension utilizing *Open Court*.**
- **Mastery of phonics through the program *Phonics***
- **Alphabet sight-word, Core Knowledge strands vocabulary development**
- **Inventive writing**
- **Reading strand to include extensive use of read-alouds in the development of a comprehensive literacy program aligned to Core Knowledge strands**
- **Enrolling identified students in tier 2 & 3 in the Saturday Extended Day Program**
- ***Open Court* Intervention *Phonics & Vocabulary Program***
- **Supplemental support through *Words Their Way Program***
- **Teacher created Tier 1,2,3 materials to teach phonics and vocabulary development**
- **RTI program implementation for identified students supplemented four hour instructional Academy on Saturday. January-June 2014.**

Grade 1

- **Basic phonemic awareness, listening comprehension, and reading comprehension utilizing *Open Court* and leveled Core Knowledge topic specific tiered literature.**
- **Developing sight vocabulary words and content specific vocabulary**
- **Mastered decoding/encoding using the program *Phonics*.**
- **Core Knowledge strand vocabulary development**
- **Development of writing mechanics through monthly writing samples utilizing a grade appropriate writing rubric targeting vocabulary development through genre specific writing**
- **All students enrolled in the Extended Day Program homework support model Monday and Tuesday for 100 minutes of additional instruction.**
- ***Open Court* Intervention *Phonics & Vocabulary* and reading intervention program**
- **Reading specialist to work with the identified students reaching individualized tiered benchmarks.**
- **Supplemental support through *Words Their Way Program* to support development of phonemic awareness.**
- **Instructional design of *Vocabulary Connections* and *Word Explorer* to support vocabulary assimilation**

- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday. January – June 2014

Grade 2

- Extend phonemic awareness program, decoding/encoding skills development, vocabulary content specific and reading comprehension strategies development through the utilization of the *Open Court Reading Program* and Core Knowledge strands.
- Extend reading strands to include detailed comprehension questioning using both fiction and non-fiction texts.
- Writing mechanics development, grade appropriate, using grade writing rubric and monthly writing samples utilizing the *Houghton-Mifflin English* text for additional support.
- Enrolling all students in the Extended Day Program, for an additional 100 minutes of weekly instruction
- AIS and After-school Academy for identified tier 2 and tier 3 students, October 2013-June 2014.
- *Open Court* Intervention Phonics and reading intervention program.
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Supplemental support through *Vocabulary Connections* and *Word Explorer*
- Support through the *Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.

Grade 3

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- *Rally Reading aligned to CCLS* daily items skills development impacting on comprehension, fluency and positional writing.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- Supplemental support through *Imagine It* to support development of comprehension in fiction and non-fiction.
- Supplemental program *Vocabulary Connections and Word Explorer*
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday, October 2013-June 2014.
- AIS Success Academy Monday- Thursday October 2013-June 2014

Grade 4

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- *Focus* daily items skills development impacting on comprehension and fluency.

- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Sight-word flashcard content vocabulary development.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday October 2013 – June 2014
- AIS Success Academy Monday- Thursday October 2013-June 2014

Grade 5

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Sight-word flashcard content vocabulary development through all Core Knowledge strands
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- RTI program implementation for identified students through increased four hour instructional Academy on Saturday October 2013-June 2014
- AIS Success Academy Monday- Thursday October 2013-June 2014

Grade 6

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Instructional Tasks that require student reflections analyzing important ideas and content information
- Addition of the *Interactive Reader*, Prentice Hall
- New literature anthology: *Literature* by Prentice Hall
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding

- Instruction and tasks where students are challenged to develop proposals, solutions that span differences in perspective and target relevant problems
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- AIS Success Academy Monday- Thursday October 2013-June 2014: Saturday October 2013-June 2014

Grade 7

- Comprehension (need for in-depth essential questioning) of both fiction and non-fiction texts to improve comprehension
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Addition of the *Interactive Reader*, Prentice Hall
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.
- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- Increased four hour instructional Academy on Saturday

Grade 8

- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Addition of the *Interactive Reader*, Prentice Hall
- Instructional tasks that require student reflections analyzing important ideas and content information
- Develop through instruction concepts and skills to identify the interrelatedness of knowledge from all content areas
- Strategies to identify essential ideas in concepts examining their similarities and differences; make analogies between contexts
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.

- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- On-going assessment through the item skills *Focus* comprehension benchmark assessment track.
- Supplemental program for increased vocabulary development *Word Explorer*
- Designing tasks that are open-ended or more concrete promoting independent learning supported by scaffolding
- Development of trait rubrics for tasks that articulate levels of rigor up the continuum
- Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal
- Regent's classes before school and Saturday Academy classes. January – June 2014

Overall instructional plan comprehensive overview:

- *NYC Baseline writing prompt in ELA*
- DY0 /ELA /Social studies grades specific
- Core Knowledge Tasks Kindergarten-Continents; Grade 1-Artists;Grade2-Westward Expansion; Grade 3-Native Americans; Grade 4-Medieval Europe; Grade 5-Westward Expansion before the Civil War; Grade 6-Immigration, Industrialization & Urbanization; Grades 7 & 8 Literature Historical Fiction vs. Informational
- *Study Island* learning paths to grade appropriate mastery of items skills for students identified in the lowest third of each grade for intervention and remediation
- *Study Island* for spiraled enrichment
- Unit tests in literacy to attain mastery of item skills in fiction and informational texts inclusive of science and social studies through the Core Knowledge strands
- Standard based grade appropriate rubric graded student reading contract portfolios aligned to the *Young Scholars Program and Imagine It*
- Targeted individualized learning paths in grades 3, 4, and 5 through instruction with the *Imagine It* Series targeting the students in the lowest third.
- Grade specific inquiry work on strategies for effective vocabulary development targeting assimilation and application.
- Weekly instruction targeting conventions of spelling in written assignments

Vocabulary program targeting the following:

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

Writing Process

- Monthly essays targeting a personal reaction to experiences, events, and observations in science and/or social studies
- Standard based rubric graded student writing portfolios targeting monthly genres and writing samples.
- Standard based rubric graded student writing targeting monthly content writing samples
- Student individualized learning paths from intervention to mastery targeting the *Focus Series* by Options to enhance the literacy item skills

assimilation aligned to informational text and fiction.

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

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

- All K-8 classroom teachers, clusters
- AIS, ESL, Special education teachers, SETSS, teachers
- Para-professionals
- Speech teachers, OT, PT and IEP teacher where applicable
- Literacy Core Knowledge Facilitator]
- CFN Support Staff

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

- Weekly diagnostic assessments in reading aligned to Core Knowledge strands of ELA, science, social studies and science.
- Eight week benchmark assessments in Renaissance-all grades
- Monthly writing samples inclusive of graphic organizer, first draft, conference notes, peer editing and final drafts all reviewed by administrative team
- Six week individual goal setting based on data culled. Goals developed in reading and writing with teacher's conferencing with students.
- Progress monitoring through unit assessments administered twice a month Core Knowledge strand specific.
- Writing prompt baseline and end term assessment.
- Monthly hands on based activity aligned to the grade specific Core Knowledge strands in ELA, science, social studies and art.
- Core Knowledge unit tasks three times a year.
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review through writing samples.

The aforementioned strategies provide data to analyze to impact on instructional practices of the teachers to improve individualized student achievement over time.

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

- Weekly diagnostic assessments in reading (September- June every Friday)
- Eight week benchmark assessments in Renaissance-all grades (September, November, January, April, June)
- Monthly writing samples inclusive of graphic organizer, first draft, conference notes, peer editing and final drafts all reviewed by administrative team the first of every month
- Six week individual goal setting based on data culled. Goals developed in reading and writing. (Submitted every six weeks for review)
- Progress monitoring through unit assessments administered twice a month Core Knowledge strand specific.
- Writing prompt baseline and end term assessment. (September, 2013 and May, 2014)
- Monthly hands on based activity aligned to the grade specific Core Knowledge strands in ELA, science, social studies and art. (Third week of every month)
- Core Knowledge unit tasks three times a year. (November, February, May)
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review. (Weekly 45 minutes)

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

1. Student programs align to NYS mandates for mandated instructional times

- Core Knowledge instructional program targets literacy, science, social studies and art
- Literature Circles targeting implementation of all components through all Core Knowledge strands
- Use of self evaluating rubrics improving students self monitoring instructional strengths and weaknesses through writing.
- Differentiating instruction has provided immediate interventions improving students' assimilation of CCLS based knowledge.
- Differentiation of instruction through Core Knowledge in reading, math, science and social studies for all students including ELL and Special Education students.
- Students' writing targeting Core Knowledge program strands
- Project-based learning to include Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives in content knowledge assimilation.

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

- **Core Virtues Program:** The Values Education Program is a school-wide initiative. The teachers conduct novel studies on the virtue of the month and then the students write an essay on how they apply the virtue to their lives. The initiative is conducted from September-June.
- **Move to Improve:** To promote a healthy life-style the teachers have been trained in the Move to Improve Program and incorporate the programs tenets within the instructional day.
- **Violence Prevention Program: STOP THE BULLYING!"** Is a school-wide initiative where students participate in weekly values education lessons with

the focus on anti-bullying strategies. The lessons are presented in a situational reading framework where students peruse articles, discuss or act out the scenarios to draw pro-active solutions.

- Partnership with Children: CBO that works with students and their families in developing social and emotional focus which directly impacts on improved student achievement. Additionally they conduct groups for all students inclusive of: *Peer Mediation Team; Newspaper Group; Job Readiness; Girl's Group; Boy's Group*; and individual and group counseling.

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).

- Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every ___ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;
- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the, and the development, implementation and evaluation of educational strategies
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities
- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA writing programs and Core Knowledge activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math every Monday and Tuesday.

Budget and Resource Alignment

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

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

- Conceptual Consolidation of All Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL
- Tax Levy money will provide for Language Acquisition PD supports teacher and materials.
- Title 1 will provide for the reading/math Instructional Team intervention pull out model.
- Title III will provide for ESL library materials and ESL Academy and program Monday-Thursday and Saturday
- Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress.
- Contract 4 Excellence will support one to one prep tutoring.

Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through components of a

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

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.

By June 2014, the math performance of sub-group populations for grades 4-8 will show evidence of a 2% increase of the growth percentile rate in assimilation of the math CCLS.

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.

Data in math reflected in comparison of the 2012 to 2013 Progress Report indicated a decrease in student performance of the mean adjusted growth percent from 70.0- to 61.0. Comparison of data from 2012 to 2013 of the mean adjusted growth percentile for the school's lowest third indicated a decrease from 70.0 67.0,

Kindergarten

Of the 113 Kindergarten students an analysis of data from a variety of tiered tasks, *Go Math* portfolio tasks, customized performance assessments aligned with interventions indicates an overall need for increased focus on the following mathematical concepts: patterns, geometric shapes, reasoning and counting. Data culled from monthly portfolio tasks and unit assessments indicates the following performance levels in the concept of predicting and extending patterns

Grade 1

Of the 133 grade 1 student an analysis of math data from *Go Math* portfolio tasks, pretests, formative classroom assessments and academic software data indicated areas requiring additional academic support. Data culled from the benchmark assessments indicates the following performance levels for Grade 1 in the concept of Measurement Additionally; data from the same source reveals the following performance levels in the concept of patterns: tier 1/ 38 students; tier 2/67 students; tier 3/20 students; tier 4/8 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/43 students; tier 2/47 students; tier 3/30 students; tier 4/ 13 students and the following results in Number Sense: tier 1/ 39 students; tier 2/55 students; tier 3/ 45 students; tier 4/39 students. *Go Math* pretest and formative assessment data indicate initial progress in all areas ranging from 3%-6% conforming to the growth model.

Grade 2:

Of the 146 grade 2 students and analysis of math data from a variety of tasks including *Go Math* portfolio tasks, pretests, and formative classroom assessments indicated areas requiring additional academic support. Data culled from the sources indicates the following performance levels for Grade 2 in the concept of Measurement: tier 1/56 students; tier 2/45 students; tier 3/34 students; tier 4/ 9 students. Additionally, data from the same source reveals the following performance levels in the concept of Patterns: tier 1/ 15 students; tier 2/55 students; tier 3/46 students; tier 4/30 students. Domains of Operations and Number Sense indicate strengths in these areas with the following results in Operations: tier 1/34 students; tier 2/46 students; tier 3/55 students; tier 4/9 students and the following results in Number Sense: tier 1/ 19 students; tier 2/51 students; tier 3/ 64 students; tier 4/12 students.

Grade 3

Of the 1139 grade 3 students and analysis of math data from a variety of sources including *Go Math* portfolio tasks, pretests, and formative assessments indicated areas requiring additional academic support. Data culled from citywide math baseline indicated a need for students to access various ways to solve a problem. An item analysis of various math assessments indicated areas in which additional support is needed in the following academic strands: Classifying Data, specifically reading and interpreting data in line graphs; Measurement, including estimating and measuring mass and temperature; Geometry, specifically identifying types of angles and Fractions and Decimals.

Grade 4

Of the 147 grade 4 students' data culled based on the math item skills rubric, *September Math Predictor/Options*, *Focus Math*, *Go Math* and portfolio tasks the data indicates the following:

- *September Math Predictor/Option* tier 1 /43 students; tier 2/44 students, tier 3/57 students & tier 4/0 students.
- *Harcourt Math /Go Math* spiraled benchmarks indicates to date tier 1/38; tier2/52; tier3/37; tier 4/10
- *Focus*, a math strategy enrichment and support series targets the development of spiraled math item skills over time. Throughout the year the students track through the series which targets: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data to date indicates an upward spiral of application of item skills in the framework of differentiated mathematical content. The results to date of the students individualized learning paths indicated that 68.3% of the students in all populations attained their targeted learning goal for this program design to date.
- Portfolio benchmark assessments indicated that 83.2% attained mastery before the re-teach model was implemented. The re-teach model was in the framework of a multi-step word problem to provide spiral reinforcement of skills. After the re-teach 96.8% of students attained mastery.

Grade 5

Of the 150 grade 5 students' data culled based on the math item skills rubric, *September, Math Predictor/Options*, *Focus Math* and *Go Math* portfolio tasks the data indicates the following:

- *September Math Predictor/Option* tier 1 /35 students; tier 2/55 students; tier 3/30 students & tier 4 /30 students
- *Go Math* spiraled benchmarks indicates to date tier 1/45; tier2/25; tier3/60; tier 4/20.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The data analyzed of the students individualized learning paths indicated that 69.1% of the students in all populations attained their targeted learning goal for this program design to date.
- Portfolio benchmark assessments indicated that 77.2% attained mastery before the re-teach model was implemented to date. Concept reinforcement is spiraled as new topics were introduced in the framework of multi-step problems. After re-teach 86.3% of the students' attained mastery on spiraled topics. The remainder of the students provided remediation intervention.

Grade 6

Of the 174 grade 6 students' data culled based on the math item skills rubric, *September, Math Predictor/Options*, *December/ Math/ITA,* *Focus Math* and

Harcourt Math /Go Math portfolio tasks the data indicates the following:

- September *Math Predictor/Option* tier 1 /38 students; tier 2/72 students; tier 3/40 students & tier 4/24 students.
- *Harcourt Math /Go Math* spiraled benchmarks indicates to date tier 1/23; tier2/77; tier3/64; tier 4/10.
- The December *Math/ITA*, results indicated in tier 1 /37 students; tier 2/73 students, tier 3/45 students & tier 4/19 students.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The data of the students individualized Learning paths indicated that 73.1% of the students in all populations attained their targeted learning goal for this program design up from the commencing benchmark to date.
- Portfolio benchmark assessments indicated that 79.3% attained mastery before the re-teach model was implemented. Concept reinforcement was spiraled as new topics were introduced in the framework of multi-step problems aligned to the CCSS in math, After the re-teach 87.8% of the student's attained mastery. The remainder of the students provided remediation services.

Grade 7

Of the 179 grade 7 students' data culled based on the math item skills rubric, September, *Math Predictor/Options*, *Go Math* portfolio tasks the student's achievement to date indicates the following:

- September *Math Predictor/Option* - tier 1 /45 students; tier 2/35 students; tier 3/45 students & tier 4/35 students.
- The instructional materials and targeted benchmarks were set through *Go Math & Skills Intervention*.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The final results of the students individualized learning paths indicated that 59.1%of the students in all populations attained their targeted learning goal for this program to date.
- Portfolio benchmark assessments indicated that 82.4% attained mastery before the re-teach model was implemented. Concept reinforcement was spiraled as new topics were introduced in the framework of multi-step problems. After the re-teach 87.9% attained mastery on topics to date. The remainder of the students provided remediation services.

Grade8

Of the 136 grade 8 students' data culled based on the math item skills rubric, September, *Math Predictor/Options*, *Go Math* portfolio tasks the student's achievement to date indicates the following:

- September *Math Predictor/Option* - tier 1 /37 students; tier 2/63 students; tier 3/18 students & tier 4/18 students.
- The instructional materials and targeted benchmarks were set through *Go Math & Skills Intervention*.
- *Focus*, a math strategy enrichment and support series targets the development of math item skills over time. Throughout the year the students tracked through the series which targeted: *Building Number Sense; Using Estimation; Algebra; Geometry; Determining Probability & Averages; Interpreting Graphs and Charts*. Students participated in self-assessments to identify the next benchmark target. Analysis of the data indicated an upward spiral of application of item skills in the framework of differentiated mathematical content. The results of the students individualized learning paths indicated that 81.6% of the students in all populations attained their targeted learning goal for this program to date.

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

Instructional Strategies/Activities

Describe the research-based 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

1. Implementation of instructional programs aligned to CORE Knowledge and the ELA Math/Literacy Connection
2. *Integrated Algebra (Gr. 8) Go Math 6-8*
3. *Go Math* K-5 targets transition to CCLS
4. Problem of the Day student journals
5. Baseline Pearson math to cull baseline data
6. Renaissance Math Assessment at 8 week benchmarks.
7. *Rally Math CCLS alignment* grade specific standards strands daily based benchmark activities
8. Implementation, evaluation, assessment and appropriate follow through with professional development in the area of math, utilizing the CORE Knowledge/Math Literacy framework, and contiguously linked with related content areas of science and social studies.
9. Provision of appropriate instructional materials, (i.e.) CORE Knowledge classroom leveled and differentiated math libraries, *SRA Math* instructional kits, POD journals, and technology
10. Programmed math instructional blocks, and use of additional support staff for small group differentiated instruction to reduce teacher to student ratio for Grades K-8.
11. Teacher developed baseline, mid-year and year end assessments to teach students ongoing progress.
12. Teacher performance tasks will be administered 3 times a year aligned to project based learning.
13. Purpose Driven Assessment Model inclusive of Performance Based, Goal-Referenced, and Norm-Referenced.
14. In-depth data analysis will be utilized to assess all sub-group populations
15. RTI tiered instruction by support staff
16. Use of support staff for pull out program in math, targeting Grades 3-8.
17. Teacher team meetings to focus on strategies grade specific aligned to CCLS in math to support the instructional model.
18. Provision of AIS to include Extended day - Grades K-8, AIS academies - Gr. 3-8 (Mon., Tues., Weds. Thurs.), Saturday Academy - Grades K-8.
19. Principal and AP's will meet daily to review specific grade issues and concerns, data, weekly instructional targets, the focus for the day, documentation matters, and development of differentiated P.D.
20. Instructional teams will meet weekly to review instructional needs, identify weekly CORE Knowledge goals and objectives in math, review data binders, discuss effective planning and implementation of differentiated math instruction inclusive of science and social studies

1.

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

- All K-8 classroom teachers, clusters
- Math Coach
- AIS, ESL, Special education teachers, SETSS, teachers
- Para-professionals
- Speech teachers, OT, PT and IEP teacher where applicable
- Literacy Core Knowledge Facilitator]

3. CFN Support Staff

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

- Weekly diagnostic assessments in math aligned to *Go Math*
- Eight week benchmark assessments in Renaissance Math all grades
- Monthly problem solving tasks on grade specific CCLS studied in math

- Six week student individual goal setting based on data culled.
- Progress monitoring through unit assessments administered twice a month strand specific science aligned to math
- Math end-term cumulative assessment.
- Weekly teacher team meetings to focus on grades identified problem of practice based in math based on student data culled for review.

The aforementioned strategies provide data to analyze to impact on instructional practices of the teachers to improve individualized student achievement over time.

5. Timeline for implementation and completion including start and end dates

- Weekly diagnostic assessments in reading (September- June every Friday)
- Eight week benchmark assessments in Renaissance-all grades (September, November, January, April, June)
- Monthly problem of the day multi-step problem solving
- Six week individual student goal setting based on data culled from math assessments
- Progress monitoring through unit assessments administered twice a month grade and math strand specific.
- Math baseline and end term assessment. (September and May)
- Monthly hands on based activity aligned to the grade specific Core Knowledge strands in math and science. (Third week of every month)
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review. (Weekly 45 minutes)
- Weekly diagnostic assessments in math aligned to *Go Math* (September- June every Friday)
- Eight week benchmark assessments in Renaissance-all grades (September, November, January, April, June)
- Core Knowledge unit tasks three times a year. (November, February, May)
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review. (Weekly 45 minutes)

1.

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

2. Student programs align to NYS mandates for mandated instructional times

- Core Knowledge instructional program targets aligned to math and science
- Use of self evaluating math rubrics improving students self monitoring instructional strengths and weaknesses.
- Differentiating instruction to provide immediate interventions improving students' assimilation of CCLS grade specific math based knowledge.
- Differentiation of instruction math and science for all students including ELL and Special Education students.
- Project-based learning to include Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives in content knowledge assimilation to solve math in several different entry points.

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1.

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).

- Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every ___ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
- Provide parents with written descriptions of program activities for their review, discussion and recommendations;
- Disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the, and the development, implementation and evaluation of educational strategies
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Provide six week progress reports on program activities

- Developing and distributing Core Knowledge grade specific newsletter monthly school newsletter. designed to keep parents informed about school activities and student progress
- School support services aligned with student/teacher/admin instructional concerns and issues as noted via PPT meetings, compliance issues student attendance/lateness and related student accommodations (504).
- The Parent Coordinator working in tandem with the Family Assistant will continue to provide parent Math/Science Workshops, with support from
- Participation in parent workshops and theme activities to support the Core Knowledge ELA Program
- PTA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities
- Open door policy for visits by parents to view school-based ELA and writing programs and activities
- Workshops will be conducted monthly for parents targeting the Core Knowledge strands,
- Bi-monthly meetings with the School Leadership Team.
- Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
- Parent needs assessments to cull on-going feedback on concerns.
- Rotation of meeting times to afford all parents/guardians the time to attend.
- Workshops on data analysis and Acuity
- Workshops on the data culled from the Quality Review and Progress Report
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.
- Workshops for parent/guardian/students on, "What is Economics?" and "Personal Finance".

Budget and Resource Alignment

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

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

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

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.

By June 2014, 100% of the students in grades K-8 will apply Core Knowledge content knowledge in literacy, science, social studies and art to support in-depth content based task questions providing detailed, reasoned written responses. Teachers will develop grade specific performance tasks aligned to the CCLS and Core Knowledge strands.

Comprehensive Needs Assessment

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

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

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

Instructional Strategies/Activities

Describe the research-based 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

1. Teachers identify the Core Knowledge Expo topic which the task framework will encompass week of September 9, 2013.
2. Expo topics selected target: Kindergarten-Continents; Grade 1-Artists; Grade 2-Westward Expansion; Grade 3-Native Americans; Grade 4-Medieval Europe; Grade 5-Westward Expansion Before the Civil War; Grade 6-Immigration, Industrialization, Urbanization ; Grades 7 & 8 Literature Historical Fiction vs. Informational Text through exit projects.
3. Teachers will develop tiered thematic units, performance tasks, and rubrics for analysis of six student work products to include the following: Kindergarten-Antarctica(Social Studies) The Little Red Hen Meets Chicken Little (ELA); The Bremen Town Musicians (ELA); Plants (Science); Grade 1- Ancient Egypt (Social Studies); Matter (Science); Undersea Life (ELA); Aesop's Fables (ELA); Grade 2-Japan; Mountains of Myths (ELA); American Folk Tales (ELA); Insects (Science); Grade 3-A Journey Through Literature (ELA); William Tell (ELA); The Arabian Nights (ELA); Ancient Rome (Social Studies); Light and Optics (Science); Grade 4-American Revolution (Social Studies); George Washington (Social Studies); Robin Hood-Hero or Criminal? (ELA); Geological Study of the Grand Canyon (Science) Grade 5-The Renaissance (Social Studies); Leonardo da Vinci (Social Studies); The Human Body (Science); Tom Sawyer (ELA); The Bard, the Globe and a Midsummer's Night Dream (ELA); Grade 6- Deserts (Science/Social Studies); The Prince and the Pauper (ELA); Isn't it Romantic ?(ELA); Plate Tectonics (Science); Grades 7 Literature Historical Fiction vs. Informational Text (ELA); Holocaust under the dictatorship of Adolf Hitler (Social Studies); Abraham Lincoln-Slavery Undone (Social Studies/ELA); Through the Eyes of Anne Frank (ELA); Elements (Science); Water Analysis (Science); Grade 8: Inspiring Words of the American Civil Rights Movement (Social Studies); Life with a Twist: (ELA); American Becomes a World Power (Social Studies); It's all Connected-Food Webs and Chains (Science); Rock and Roll's Impact on America (Music); Alvin Ailey's *Pilgrims of Sorrow* (Physical Education).
4. Task developed to completion for review in art by November 1, 2013, February 15, 2014. May 1, 2014; June 15, 2014
5. Core Knowledge Expo March 15, 2014 multi-faceted task presentations for all grades
6. Teachers meet bi-monthly to assess student's on-going writing in the framework of the developed tasks.
7. Task rubrics aligned to monthly writing samples.
8. Students complete performance tasks in 2 month cycles commencing in October 2013 through June 2014
9. Analysis of data culled to develop an instructional tiered action plans from October to June.

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

- All K-8 classroom teachers, cluster

- AIS, ESL, Special education teachers, SETSS, teachers
- Para-professionals
- Speech teachers, OT, PT and IEP teacher where applicable
- Core Knowledge Facilitator
- CFN Support Staff

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

- Monthly submissions of Core Knowledge developed tasks through writing samples.
- Bi Monthly diagnostic assessments in reading through science and social studies
- Eight week benchmark assessments in Renaissance-all grades to support reading comprehension
- Monthly writing samples inclusive of graphic organizer, first draft, conference notes, peer editing and final drafts all reviewed by administrative team
- Six week individual goal setting based on data culled. Goals developed in reading and writing.
- Progress monitoring through unit assessments administered twice a month Core Knowledge strand specific.
- Writing prompt baseline and end term assessment.
- Monthly hands on based activity aligned to the grade specific Core Knowledge strands in ELA, science, social studies and art.
- Core Knowledge unit tasks three times a year.
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review.

The aforementioned strategies provide data to analyze to impact on instructional practices of the teachers to improve individualized student achievement over time.

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

- Tasks every two months (September- June every Friday)
- Eight week benchmark assessments in Renaissance-all grades (September, November, January, April, June) to support reading and writing comprehension
- Six week individual student goal setting based on data culled from writing assessments aligned to tiered task instruction
- Progress monitoring through unit assessments administered twice a month grade aligned to lessons in thematic tasks.
- Monthly hands on based activity aligned to the grade specific Core Knowledge strands. (Third week of every month)
- Weekly teacher team meetings to focus on grades identified problem of practice based on student data culled for review. (Weekly 45 minutes)

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

3. Student programs align to NYS mandates for mandated instructional times

- Core Knowledge instructional program targets literacy, science, social studies and art supported by tiered instructional materials topic specific
- Literature circles with topic specific resources targeting implementation of all components aligned to the Core Knowledge strands
- Use of self evaluating rubrics subject specific improving students self monitoring instructional strengths and weaknesses in ELA, social studies, science and art,
- Differentiated instruction to provide immediate interventions improving students' assimilation of CCLS based knowledge included in the daily instructional design.
- Differentiation of instruction in reading, math, science and social studies for all students including ELL and Special Education students.
- Students' writing targeting Core Knowledge program strands
- Project-based learning to include Implementation of a parallel curriculum design to target the following: skills applied in flexible settings; cross-over of questioning to varied situations; varied ideas from divergent settings to develop new hypotheses; analogies between contexts; development of the ability to identify multiple perspectives in content knowledge assimilation.

1.

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).

- **Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program**

and a book *What Every ____ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.

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

Workshops for parent/guardian/students on, “What is Economics?” and “Personal Finance”.

Budget and Resource Alignment

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

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

- **Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL**
- Tax Levy money will provide for Language Acquisition PD supports teacher and materials.
- Title 1 will provide for the reading/math Instructional Team intervention pull out model.
- Title III will provide for ESL library materials
- Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year’s progress.
- Contract 4 Excellence will support one to one prep tutoring.

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.

By June 2014, engage 100% of the staff in Instructional Rounds and the development of Teacher Performance Reviews to improve teacher practices and student achievement aligned to the Danielson rubric.

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.

- **On September 5, 2013 the teachers took the Charlotte Danielson's *Framework for Teaching* self -assessment utilizing a 25 page rubric to analyze their professional strengths and weaknesses aligned to the four domains.**
- **The teachers individually culled their responses and targeted four areas of weakness that they needed to improve on, one from each domain. The teachers then identified the specific elements of each of these components to devise a goal and measureable object to improve their practice.**
- **Teachers developed four goals to take them out of their comfort zone to improve their practice with the over-arching goal of improving student achievement.**
- **The needs assessment indicated that there was a need for PD on development of a Teacher Performance Review plan which aligned to development of the following: Goal, measureable objective; tiered action plan, resources, evidence.**

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

All staff inclusive of classroom teachers, the reading and math instructional team and all support staff will be involved in the process of Instructional Rounds. After the kick-off of the continued book study each grade will identify a problem of practice aligned to the Danielson rubric domains 2 & 3, focus on rounds and glean strategies to improve teaching and learning thus impacting on improved student achievement. This process will rotate every 3 months and a new problem of practice.

- **Book study: *Instructional Rounds in Education* by Richard Elmore**
- **Book study: *Framework for Teaching* by Charlotte Danielson**
- **September 2013 Professional development sessions to identify the instructional core; theories of action; identification of problem of practice, process of observation, facilitation of rounds and debriefing to identify the next level of work.**
- **Weekly meetings on Advance meeting every Wednesday at 7:00 a.m. with grade teams to discuss the process and discuss the identified problem of practice.**
- **Commencing mid-October weekly grade specific rounds and follow-up debriefing sessions. Note: Middle school round teams are across grade 7 and 8. Teams are English and Social Studies; Science and Math.**
- **To prepare for the Instructional Rounds the teachers develop a lesson plan which is submitted for review. All lesson plans are given to all participating teachers before the rounds begin so can review what they will observe. The teachers participate in a full day of Instructional Rounds. All teachers on a grade present a lesson aligned to the grade problem of practice. The grade teachers observe the lessons and targets perusing the task, teacher to student interaction, student to student interaction and teacher questioning. Observing teachers interact with the students during group work to ascertain students strengths and weaknesses later providing insights to the classroom teacher on students assimilation of the targeted lessons' goals.**
- **After all classroom visits are completed the group meets to debrief on the lessons observed and identify patterns and contrasts identified in each of the areas which include task, student interaction and teacher presentation. The patterns and contrasts identified are then distributed to the teachers to identify how to infuse new ideas culled from the rounds into their instructional design. All teachers next step is to find an article to support the POP and share with their grade team.**
- **Increase classroom inter-visitations weekly**
- **Third cycle will target cross grade problem of practice.**

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

- September 5, 2013 extensive interactive, jig-sawed professional development and analysis of the *Framework for Teaching* by Charlotte Danielson.
- All staff completes the frameworks self-assessment to identify the targets to focus on when developing goals.
- Focused professional development conducted the week of October 3, 2013 to brainstorm significant goals and a Q & A to pave a foundation for the process
- Staff individually identifies and develops one target goal for each domain. Then a measurable objective, action plan and framework for evidence culled will be outlined.
- Commencing the week of October 11, 2013 the Administration will hold a conference to review the TPR presented. Clarification of the action plan activities, aligned lessons and student work to be evaluated will be reviewed.
- Mid-year progress assessment will be conducted commencing January 15, 2014
- Informal observations targeting developed goals will be conducted with written instructional feedback provided.
- Teachers will provide next step responses in writing to document work conducted.
- Individual goals will be meshed within the Instructional Rounds initiative.
- Each teacher will conduct a case student on 3-5 specific children that fall within the tenets of their individualized action plans
- All informal observations will revolve around the action plan s coupled with the Instructional Rounds.
- TPR binders will be presented by June 1, 2014 for review.

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

- Administrative Team
- All K-8 classroom teachers, cluster
- AIS, ESL, Special education teachers, SETSS, teachers
- Para-professionals
- Speech teachers, OT, PT and IEP teacher where applicable
- Core Knowledge Facilitator
- CFN Support Staff

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

- Analysis through Advance of the teacher's improved instructional practices.
- Analysis of tasks data culled and reviewed on students improved responses to the task challenges (Monthly)
- School-wide participation in the Instructional Rounds October –June with teacher reflections on patterns and contrast culled to determine next instructional steps.
- Initial planning conference to review teachers individualized goals
- Midyear meeting to review accomplishments to targets in the action plans within each teacher's TPR
- Final conference for teachers to present their portfolios with evidence aligned to the four goals within the TPR

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

- Instructional Rounds: September 2013 book review; October –December identification of problem of practice, grade specific. Preliminary rounds to take place weekly.
- Formal Instructional Rounds commence in January 2014-June 2014.
- Process commences in September with bi-monthly reviews of the following: Advance informals aligned to the Charlotte Danielson rubric.TPR timeline- Initial meeting September 2013; mid-year January 2014; Final review and presentation of binders June 2014.
- Monthly review of student data culled from tasks to determine problem of practice. Meeting held first Wednesday of every month.
-

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

- Resource to be used includes the book, *Instructional Rounds* by R. Elmore
- Advance protocol inclusive of the Danielson Framework
- Teacher Performance Framework to develop year long development of action plans to support the goals.

- **Funding will be used to hire subs to cover the teacher s during the Instructional Rounds;**

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).

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

Budget and Resource Alignment

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

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

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 6.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

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

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

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Core Knowledge Reading program through all content strands. Differentiated materials, varying text complexity on targeted topics. Program design inclusive of interactive reading and writing. In addition Rally Reading, Wilson Foundations; Great Leaps, Study Island.	.Teachers pull students on their PD for 45 minutes weekly. In addition all students receive 100 additional minutes of instruction on Monday and Tuesday. All students needing AIS participate in afterschool academy.	Small group after school Monday-Thursday and Saturday for an additional 8 hours of weekly instruction.
Mathematics	Researched based programs aligned to the CCLS Kaplan. Coach and Rally	Teachers pull students on their PD for 45 minutes weekly. In addition all students receive 100 additional minutes of instruction on Monday and Tuesday. All students needing AIS participate in afterschool academy.	Small group after school Monday-Thursday and Saturday for an additional 8 hours of weekly instruction.
Science	There are six science teachers who service grades K-8. During their preps which are 4 minutes daily they provide additional AIS services for students in need of support.	Students are serviced with a push in model into their scheduled science class.	Services are provided during the school and also on Saturday Academy classes.
Social Studies	Classroom teachers through the Core Knowledge Program grade specific strands supporting reading comprehension through informational text and writing.	Push in support by the IEP teacher or designated cluster	Services are provided during the school and also on Saturday Academy classes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	There are two guidance counselors and four social workers through Partnership with Children who provide at risk services during the school day. The intervention support programs provided are peer mediation, Anti-bullying, Girls Group, Boys Group, Conflict Resolution, Core Virtues Program and Values Education Program.	Depending on the need services are provided one to one, small group and whole class.	Throughout the school day.

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

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> • The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired if a vacancy is declared. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge Program. The highly qualified staff holds licenses in : Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

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).
<p>The professional development model is comprehensive and includes weekly PD in the following contiguously linked model:</p> <ul style="list-style-type: none"> • Core Knowledge alignment of the strands to the CCLS • Charlotte Danielson "Framework for Teaching" aligned to Advance • Task assessments aligned to the Core Knowledge Program and the CCLS

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>The funding is conceptually consolidated and supports all integral components of the schools instructional design and violent prevention model. Students in temporary housing are provided school supplies and additional resources identified to support their assimilation into the school community. For students transitioning into the school their social needs are addressed comprehensively by Partnership for Children who works on their social and emotional assimilation,</p>

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.).
<p>PS/MS 124 begins in kindergarten. To support student's turning five transitions into the school community students are assessed before placement into a class. Parents and students participate in an orientation where they spend 3 hours learning about the school's Core Knowledge Program. Parents are given the book, "What Your_ Needs to Know," which provides academic support. Parents receive a Parent Handbook outlining the school's policies and procedures to support assimilation into the community. Parent workshops are provided monthly to support transitions targeting social and emotional issues, the Core Knowledge Program aligned to the CCLS and monthly Theme Nights to bring new parents and students together to build community.</p>

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 grade specific instructional teams meet throughout the school year to review materials to support the instructional Core Knowledge Model aligned to the CCLS and new assessment models. The teams collaboratively decide through consensus what resources are to be ordered. PD is provided through the CFN where applicable, Department of Education PD model and the vendors PD support model. In addition teachers are sent for PD on the materials and turn-key the strategies during weekly team meetings.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS/MS124, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 27	Borough Queens	School Number 124
School Name Osmond A. Church		

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 Valarie Lewis	Assistant Principal Linda Malloy
Coach	Coach H. Hwang
ESL Teacher Gail Lindman	Guidance Counselor Thomas Heaton
Teacher/Subject Area Judy Lefante	Parent Nazina Sally Harris
Teacher/Subject Area	Parent Coordinator Cynthia Lapsley
Related Service Provider Jackie Muneeb	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1344	Total number of ELLs	46	ELLs as share of total student population (%)	3.42%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	41	0	4	3	0	2	0	0	0	44
Total	41	0	4	3	0	2	0	0	0	44

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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	2	1	3	2	1		1					17
Chinese														0
Russian														0
Bengali														0
Urdu			1											1
Arabic		2	1	1		1	3	1	2					11
Haitian														0
French														0
Korean														0
Punjabi	2	2	3	1	3	2	1							14
Polish														0
Albanian														0
Other				1										1
TOTAL	5	8	7	4	6	5	5	1	3	0	0	0	0	44

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)	5	2				2				1				10

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)		2	2	1	3	2								10
Advanced (A)		6	5	2	3	1	5	1	2					25
Total	5	10	7	3	6	5	5	1	2	1	0	0	0	45

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4						5
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.

P.S./M.S. 124Q utilizes the Renaissance Program for assessment and six week progress monitoring in ELA and math. The targeted program in grades K-2 is called Renaissance Early Literacy Program. In grades 3-8, Renaissance Star Reading and math is used. The early progress monitoring tool assesses students in: letter recognition, phonics, phonemic awareness, sight words, structural analysis, vocabulary, sentence level comprehension and paragraph level comprehension. The Star Reading Program 3-8 assesses students in vocabulary acquisition/literature and reading of informational text. Mathematics assessments are aligned to the CCLS grade specific and Go Math instructional program assessments which target basic math skills and development of number sense and computation aligned to problem solving.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An analysis of NYSESLAT results from 2013 reflects the following breakdown:

- 6 Kindergarten scored: 1 Passed, 5 Advanced, 1 Intermediate
- 7 First Graders Scored: 1 Passed, 2 Advanced, 1 Intermediate
- 4 Second Graders: 1 Passed, 2 Advanced, 1 Intermediate, 1 Beginner
- 7 Third Graders: 2 Passes, 4 Advanced, 1 Intermediate
- 3 Fourth Graders: 2 Intermediate, 1 Beginner
- 5 Fifth Graders: 1 Passed, 4 Advanced
- 1 Seventh Grader: Passed
- 4 Eighth Graders: 3 Passed, 1 Advanced

An analysis reveals that students need approximately 2 years to attain proficiency across the levels unless there are other learning complications.

LAB-R results from 2013 reflect.

	Advanced	Intermediate	Beginner
Kindergarten	3	1	3
2			1
4		1	
5	1		
7	1		
8	3	1	

An analysis of the LAB-R indicates an overall progression from beginner to intermediate, intermediate to advanced and advanced to proficient. Students generally perform very strongly in all areas after two - three years of ESL. However, in the upper grades, listening tends to lag behind. We service our students with certified ESL teachers. The language breakdown is provided on the graph page 4. (languages are Spanish, Punjabi, and Arabic.)

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](#))

According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading writing section. The reading program implemented is Core Knowledge. The program includes rich vocabulary and exposes students to non fiction literature with multiple opportunities to scaffold student learning. The School Leadership Team, ESL teacher, and classroom teachers use the data culled from the LAB R and NYSESLAT to create individualized action plans for each student. The results of the data

culated helps in planning inter-active Core Knowledge lessons and the strategies are infused into the Academic Intervention support program model.

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?

The Data collected from the Spring 2013 State ELA Exams indicates the following:

In 3rd Grade 6 Students took the ELA: (5) Level 1, (1) Level 2,

In 3rd Grade 6 Students took the Math: (4) Level 1, (1) Level 2, (1) Level 3

In 4th Grade 5 Students took the ELA: (2) Level 1, (1) Level (3) 2 students were exempt from testing

In 4th Grade 5 Students took the Math: (2) Level1, (1) Level 2, (1) Level 3, 1 was not her for testing

In 5th Grade 5 Students took the ELA: (3) Level 1, 2 were not tested

In 5th Grade 5 Students took the Math: (1) Level, (2) Level 2, (1)Level 3, 1 not scored

In 6th Grade 1 Student was a new admit and was not tested

In 7th Grade 3 Students took the ELA: no scores, new admits

The students' level of achievement in mathematics has consistently improved over the past few years, and students have historically performed better in math than ELA.

The school leadership, ESL teachers, and classroom teachers use the data results from the LAB-R and the NYSESLAT to create an action

plan to meet the needs of all the students. The results help in Planning Instructional Curriculum, Professional Development, Academic

Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

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](#).)

The RTI Team assesses all ESL students through Renaissance Progress monitoring to identify which tier the student falls within .

Identified Tier I students' instruction focuses on the Core Knowledge model and is aligned to the PBIS behavioral model. Identified Tier II students received targeted interventions in small group settings. Tier III students who don't respond to Tier II services receive intensive interventions targeting their deficits in one to one or small group support. In addition all Tier II and Tier III students participate in addition RTI support in a Saturday Academy from 8:30AM-12:30PM.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As P.S./M.S. 124Q does not currently offer bilingual classes, second language development is the primary concern for all ELLs. We may consider the first language and its structures and symbols, as well as the associated culture, when tailoring lessons for our ELLs. Such things as previous schooling, first language reading and writing proficiency, characteristics of first language are all factors when determining a particular student's ability to thrive on English language tasks. Transitional lessons and exercises are designed to help students make a smoother adjustment.

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?

There is currently no dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

"Our student caseload and description is dynamic and changes every year. The tendency today is towards older students with Arabic, Punjabi, and Spanish first languages. We generally have a constant population of Punjai students throughout the grades, but as the neighborhood matures and stabilizes, this population appears to have fewer ESL needs. As a result, our self-evaluation must also be dynamic.

We of course look to our scores to see if there is positive movement, which there is. Student work and writing samples product are also strong indicators. We must also regard whether our ELLs have successfully blended into our school culture and ask if they have friends, communicate with peers in English, can maintain a conversation with adults, are relaxed, complete homework, are engaged in their own learning and do they like school.

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](#).) When a student is registered at P.S./M.S. 124Q, our Pupil Personnel Secretary administers the Home Language Identification Survey (HLIS) in the appropriate language. If a parent is in need of further translation, an appropriate and qualified staff member is summoned. At that point the ESL teacher called upon to conduct an informal interview with the child to see if ESL services are likely warranted. In any case, this will be followed up with a formal LAB-R assessment, no later than 10 days following registration but normally much sooner. If it is apparent during the informal interview that the child will require ESL services, the parents are given a Parent Orientation at the time of registration, time permitting. Otherwise, they are invited back to an orientation within 20 days of registration.

Our district, in all matters concerning the HLIS, has formally trained our Pupil Personnel Secretary. Our ESL teacher has likewise received consistent and ongoing training regarding the LAB-R and its proper administration, as well as how to conduct a comprehensive Parent Orientation.

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. One on one Parent Orientation interviews are conducted with the parents or guardians of all newly identified ELL students. At that time, all three programs are explained in detail, using translation if necessary. We endeavor to have all parents interviewed within two weeks of enrollment. If parents do not keep their appointments, we will continue to make follow-up appointments. We take advantage of school events such as "Meet the Teacher" and "Parent/Teacher Conferences" to ensure that all parents have been interviewed and necessary paperwork has been completed.
3. 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 [\[see tool kit\]](#).) We make every effort that initial entitlement letters: surveys and selection forms are given personally to the parents, explained and signed at a face-to-face orientation. If after receiving several invitation parents are still unable to attend an orientation, we will send the materials home with an appeal to contact us if they've any questions. At that time, we also request their signature and to return the documents. This process is repeated until we achieve compliance. We utilize all Parent/Teacher scheduled events in

order to facilitate this process.

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.
P.S./M.S. 124Q offers a freestanding ESL program for its ELL students. our enrollment as well as parent preference does not support any other mode. If a parent opts-out of bilingual education for its child, the child is placed in our ESL program. If the parent prefers a bilingual situation for his child, we will contact ELL Program Transfers@schools.nyc.gov and forward their request. The parent is informed that we have requested a placement on their behalf. Historically, our parents have by and large preferred an English only approach to teaching their children and thus choose the ESL program as their first choice. We do occasionally find that parent will prefer a bilingual situation for his child, but it is never more that one or two a year.
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.
Each May, all of our ELL students are administered the NYSESLAT. It is given in our ESL Lab, generally in groups of four, according to the various levels. Each modality is given separately. Each modality is administered in the order prescribed: Speaking, Listening, Reading and finally Writing. Make-up exams are given individually. All test security procedures are strictly followed.
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. 
After reviewing the parents' surveys and program selections forms , we see that our parents continue to choose ESL as their first choice. Out of the last 20 enrolled ESL students, only 1 parent has selected another model. Historically parents who choose another model have Spanish as their home language. our school offers ESL exclusively, which is alligned with parent choice and preference.

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. Instruction is given through pullout classes and delivered in our ESL Lab. Students are all seen for the mandated minutes.
 - b. The Children are blended respective to their proficiency, age and grade. There may be up to three different grade levels and proficiency levels in one group. ESL instruction is scheduled so that students on similar proficiency levels and similar grade levels are taught together. Some groups vary from day to day depending on service mandates. For example, a first grade intermediate students may be grouped twice a week with an advanced kindergarten group in order to fulfill the 360 minute-mandate and to supplement the academic needs of this student. As a result, P.S/M.S 124 can completely satisfy mandated program requirements with one ESL teacher.
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)?

Our ESL teacher, through careful planning and programming, is able to deliver all mandated instruction. Through blending of grades, proficiencies and levels, all students receive explicit ESL instruction for either 180 minutes or 360 minutes per week - as mandated. With advanced students, classroom teachers ensure that an additional 180 minutes of explicit ELA instruction met.
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 is taught through the Core Knowledge Program as an entrée or delivery medium for English proficiency. Vocabulary is emphasized. Tasks utilizing dictionaries and thesauruses are emphasized. Students in upper grades and with little or no English are given pictorial supplements, computer activities as well as "native language buddies" in their general education classroom to assist with the transfer to content concepts. Social studies and science trade books at differentiated readability levels are utilized as well as thematic units specifically designed for the ELL students. These are used in the ESL classroom to supplement general classroom curricular and activities.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Language Acquisition Team works to develop an instructional plan to support the academic progress of the ELL students. Through Core Knowledge professional development where the ESL teacher and classroom teachers confer on strategies to enhance the students performance across all content areas. The students level of literacy is targeted when planning and materials on their readability level are differentiated, topic specific to support content knowledge acquisition. The benchmark tests are given in September in their language and also in English. Students are given progress monitoring assessments every six weeks. The data is analyzed and instructional approaches and grouping are modified based on the data.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL instruction, throughout the school year, is continually emphasizing and accommodating the facilitation of all four modalities. Through explicit teacher lesson planning, activities are built into instruction that target listening and speaking as well as reading and writing. Our ESL classroom is not a quiet place. It is rather a place of controlled but constant language exchange. Progress is evaluated through observation, test, quizzes and student work. Students are encouraged to self-evaluate, being able to understand and express their needs and advocate for themselves. Through teacher assessments, conferencing with the students, student work, articulation with other teachers and staff, an ongoing evaluation of progress is continually assessed for each student.

Through the ARIS data site, formal assessment results are monitored. When appropriate, grade conferences are attended by the

ESL teacher. Issues regarding ELL topics and students are discussed.

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.) The students identified as Students with Interrupted Formal Education are placed in the corresponding ESL program level based on their assessments. They receive intense Academic Intervention Services from ESL certified teachers in a push-in/pull-

out

program. All their assessments. ESL students attend school for 6 hours and 50 minutes (this includes their extended time), and

the

after school programs for additional support. They are provided with high interest books on their reading level to increase their comprehension and confidence. SIFE students receive differentiated instruction in their classrooms: students are grouped

together

for guided reading, based on benchmark reading scores, and small group instruction/and one-to-one instruction is provided to students daily in all content areas.

(b.) ELL students who are in school less than three years (newcomers) are placed in classrooms based on their proficiency levels

and

they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students using a push-in model in literacy and math. The classroom teacher, the ESL teacher and AIS support staff meet

regularly

to analyze the students' strengths and weaknesses in order to plan lessons to meet their individual needs. All ESL students in grades 2 - 5 are invited to attend an after school program to enhance language acquisition using a variety of materials. To differentiate instruction, ESL and the classroom teachers assess the students' reading levels using the Fountas & Pinell

Benchmarking

Program, and then group students together by reading levels in small groups, and one-to-one for guided reading and independent conferences. They provide the students with a variety of literature books on the "Just Right Reading" level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading, and read aloud lessons. They are provided with materials and are taught effective reading strategies in preparation for when they become eligible to take the State Assessments.

c. All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services for our literacy

and

mathematics coaches. They push-in to classrooms and provide extra support scaffolding student learning. Students are also

invited

to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.

(d) For student in LTE category, we provide the following support: AIS-Academic Intervention Services - coach in literacy or

math

using push-in model which differentiates student instruction and support. After-school programs are available, with small class sizes that are designed by reading levels to further differentiate and give targeted support. Teachers meet one-to-one with students developing short and long term goals.

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?

Teachers in grades K through 2 use the Open Court reading series. This series incorporates modifications for ELLs and SWDs within the reading lessons. Teachers in grades K through 6 also use stand alone texts on various readability levels that cover topics in the Core Knowledge sequence in social studies, science, fine art, and literature. The Go Math! program incorporates

modifications for ELLs in all grades. Teachers in grades 7 and 8 use a combination of stand alone texts in social studies, science, and literature as well Go Math! which incorporates modifications for ELLs and SWDs. Technology teachers also provide practice on a variety of websites to accelerate English language development for students in all grades.

A continual review of student work helps us to identify their strengths and weaknesses and activities during the year. We provide an ESL after-school program three (3) days a week to all ELL children in grades 2 - 5 . Teachers who teach these reading/math after school programs are ESL certified. In addition, we have other after school programs in which ELL-SWD children can participate: Dance/Movement, Basketball, Volleyball, and Art.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

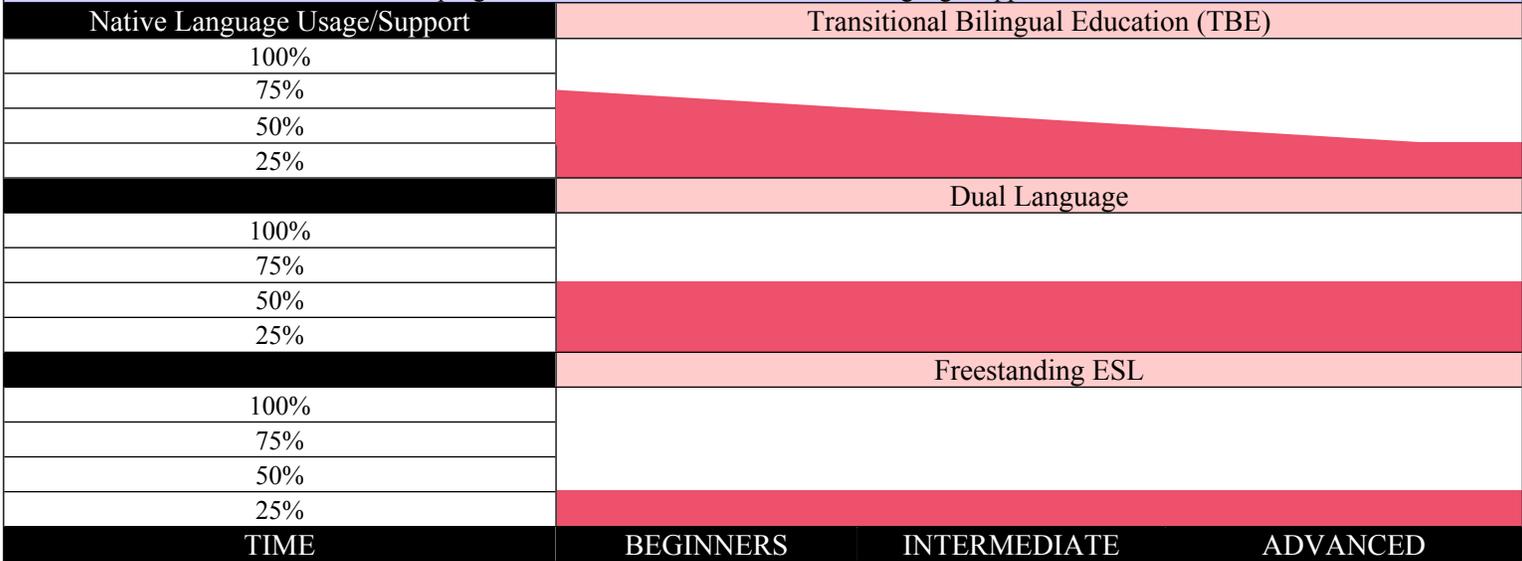
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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.
- All P.S./M.S. 124Q supplemental services are available and accessible for our ELL students. All of our ELL students in third grade and above are enrolled in Extended Day. Many attend after school AIS programs as well as Saturday Academy. During the regular school day, reading and math coaches as well as classroom teachers service many of our third to sixth grade students during PD. First and second grade ELL students are pulled out for intensive phonics work, as needed. All of our instruction is in English, the target language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are fortunate here at P.S./M.S. 124Q that through the concerted efforts of staff, students and families, our ELLs perform well and succeed in school. However if we are to be frank and honest, we realize that education is a personal choice. In order to learn well, a student needs to agree that he wants to learn and to understand. Given this truth, our ESL program attempt to not only offer English to its students but also "attitude".. that is, a willingness to go deeper and a desire to understand why. Language develops as the need for it rises. Therefore, we raise the diving platform, jump, and reach further depths of understanding on a variety of topics which will naturally and gracefully require the appropriation of more language, both words and structures. This year, we will be doing more listening and discussion activities on the upper grades, and writing will be varied with less reportage. We can not make an orchestra if we play only one instrutment.
11. What new programs or improvements will be considered for the upcoming school year?
- We do not plan on discontining or implementing new programs in literacy. We have implemented a new math program Go Math and support in with the Measure Up Core Knowledge math program.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans at this time, to remove any supplemental programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELL students participate in the Extended Day model for an extral 100 minutes of instruction every week. The students are provided language development through the Reading Reform program. The program develops the students' phonemic awaremenss, sight vocabulary, fluency and impacts on reading comprehension. The students also participate in the AIS afterschool program on Monday, Tuesday, Wednesday and Thursday. This provides support in literacy and mathematics. The program model is small group instructinal.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL Lab as well as every classroom is a print-rich environment, suffused with books, poster, labels and sentencne strips. Some classrooms utilize specialized computer programs for ELLs. The ESL lab has a take-home library containing a variety of trade books. For classroom instruction we have workbooks (MacMillan) texbooks "Into English" (Prentice Hall) and "ESL" (Steck-Vaughn). In addition we have the Language For Learning series by Options Publishing and several levels of Oxford Picture Dictionary. There are numerous other books for guided and shared reading instruction. Many trade books are on hand for independent reading or for reading with partners. ELL students are taught using a variety of tools: flash cards, vocabulary cards, textbooks, story omnibuses, tradebooks, workbooks, grammar books, picture dictionaries, coach books, skills targets books, Leap Frog, learning games, realia, arts and crafts, discovery techniques and books on tape. All tools are subject to the primary goal of stimulating language, sustaining discussion and expanding vocabulary through meaning experience.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There is no formal native language support other than language buddies. We do have personnel who speak many of the languages represented by our ELL students; ex. Haitian Creole, Urdu, Punjabi and Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The services are infused within the Core Knowledge model K-8 the differentiated resources are provided where possible in English with corresponding books in the student appropriate language. In addition, worksheets are differentiated and provided for all core knowledge strands in Literature, Science, Social Studies, and the Arts aligned to the students identified reading level.
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.
P.S./M.S. 124Q offers summer school during July and part of August. Should a new student be enrolled prior to this for the upcoming school year, we encourage his family to visit during the summer. At that time, we take them on a tour of the building and grounds, and answer any questions they may have. We give them Core Curriculum materials designed for parents and depending on the child's age and temperament, we sit him with a class for an activity, a snack or a game.
Activities that assist our ELL populations throughout the school year are:
a. Afterschool activities such as dance and basketball
b. Monitoring to help younger children
c. Joining chorus
d. Tutoring Spanish (older Li Spanish students)
e. Monitoring help for classroom teachers (filing, room management, artwork etc.)
Our ELL population is fully integrated into our general population and always invited and included in whatever activities our school is doing, without exception.
18. What language electives are offered to ELLs?
The only language our ELL students elect is English.
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)?

N/A

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. P.S./M.S. 124Q has an ambitious professional development calendar. All staff received P.D. in adapting and supplementing for a variety of student situations. Our professional development endeavors to address the needs of ELLs as well as other special needs students, while addressing new curriculum and goals for achievement through the Core Knowledge instructional strands. All staff serving ELLs has received instruction and direction in teaching ELLs within the mainstream classroom, in groups as well as individually. Many have university credits in this area. We take this background into account when placing our ELLs in their classes. We find that sharing experiences and exchanging ideas in a fruitful resource for teachers in assisting ELLs. The LAP team encourages making as much opportunity for this within the school calendar and weekly schedule as possible. All teachers of ELL students have received at least 7.55 hours of mandatory instruction in ESL techniques and practices, either through college coursework, workshops or seminars.

2. For the past three years, P.S./M.S. 124Q staff has received professional development in the Charlotte Danielson model of 22 competencies. As the staff understanding and experience in using these frameworks grows, the PD sessions rise to the next level. Regarding Danielson, our ELLs are met with the same expectations as their general education classmates. We, of course, accommodate and support their English acquisition in the classroom, more explicitly explaining certain concepts and vocabulary through graphic, computer apps and translation. At grade conferences, ELLs are frequently discussed and ideas are shared as to techniques and materials that can help and specific curricula. Every Wednesday, staff is brought together and receives PD in a variety of areas, including the Common Core Standards and reaching specific needs, such as our ELLs. It is a work in progress.

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

4. The 7.5 hours of ELL training for all staff includes: 3 hours of seminars, 1 1/2 hours of ESL instruction, 1 1/2 hours of practical ESL instruction using ESL developmental lessons and goals, and finally, 1 1/2 hours of academics which may include, reading and reviewing articles or books in ESL or ELL related matters, modifying lesson plans to accommodate ELL needs and goals, viewing taped seminars or films on related subjects.

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

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. "P.S. /M.S. 124 is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Parents receive weekly flyers about upcoming parent workshops. Continued weekly workshops for parents are offered during the school day. Workshops address literacy as well as other areas of the curriculum and/or concerns. The parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. ESL teachers, literacy and math coaches, the parent coordinator, and additional staff members provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students."
 2. Parents are given the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 124Q is a school that actively works with Community Based Organization, such as Partnership With Children, and Learning Leaders.
 3. The administration team works closely with the Parent Coordinator to conduct four needs assessments a year where parents provide input into the activities they need in supporting their children.
 4. The parent involvement activities help to open up lines of communication. This includes movie nights, craft nights which gets parents involved.

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.

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: 27Q124 School Name: Osmond A. Church PS/MS 124

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

The following steps are implemented:

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

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

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

Part B: Strategies and Activities

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

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

Following are the steps implemented to support translation services:

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

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

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

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/MS 124Q	DBN: 27Q124
Cluster Leader: D. Moldanato	Network Leader: Joseph Blaize
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Tutoring
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The program design of direct instruction for the ELL student in all subgroup populations is conducted in English by two ESL certified teachers. The program design incorporates the Core Knowledge Program which is a scientifically researched program targeting spiraled instruction in literacy, math, science, social studies and the arts. All ELL students are in targeted tiered groups aligned to their instructional levels in ELA, math and writing.

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

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

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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

*Common Core State Standards in ELA/Math

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

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

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

*Weekly Professional Development in spiraled topics including

****Wilson Program

****Fundation

****Core Knowledge Strands

****Harcourt Math

****Go Math

****Task Analysis

****RTI - (Response to Intervention)

****Balanced Literacy/Aligned to Core Knowledge

****Preparing Students for the NYSESLAT

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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