



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 069X JOURNEY PREP
DBN (i.e. 01M001): 08X069
Principal: SHEILA DURANT
Principal Email: SDURANT@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: BENJAMIN SOCCODATO

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
Sheila Durant	*Principal or Designee	
Helen Efstathiou	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
Diana Negro	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Walter Galiano	Member/ AP/ Chair Person	
Abena Roman	Member/ Parent	
Joseph Marin	Member/ Parent	
Eliza Laureano	Member/ Parent	
Elizabeth Figueroa	Member/ Parent	
Kamlawatie Basil	Member/ Parent	
Elizabeth Daddino	Member/ Teacher	
Kimberley Taylor	Member/ Teacher	
	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, 100% of teachers will participate in a minimum of five formative observations based upon a research based rubric that allows for self reflection and contains focused feedback and specific next steps.

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.

100% of the teachers, instructional leads and supervisors will participate in development on Danielson's Framework for Teaching meant to secure a lens of collaborative common language and clear expectations on effective teaching. From this work, the administrative team will develop and implement an observation protocol that will be infused in the school's formal and informal observation practices

Instructional Strategies/Activities

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

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

- Data Collection and Analysis (School-wide Data Team/Individual)
 - Common Planning
 - Modifying curriculum
 - Designing Common Assessments and Rubrics
 - Professional Learning Communities
 - Goal setting

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

- **Data Collection and Analysis** (School-wide Data Team/Individual)
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly Staff/Grade Conferences
- **Common Planning**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Teacher Teams
 - CFN 532 Network PD
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams

- Thursday Teacher Team
- Monthly Staff/Grade Conferences
- **Modifying curriculum**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
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 - Flexible scheduling (to encourage planning)
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 - Parent workshops
 - Thursday Teacher Team
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 - Administration
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 - Parent workshops
 - Thursday Teacher Team
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- **Goal setting**

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- Lead Teachers
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- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly Staff/Grade Conferences
- Common Planning

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - Administration will schedule formative observations on an ongoing basis.
 - Principal will share school-wide initiatives and goals at opening conference.
 - Each teacher will meet with administration to identify individualized teacher specific goals for the 2013-14 school year. Progress will be reviewed at the cycles
 - Teachers will be asked to set goals on an ongoing basis:
 - Long term goal (personal)
 - Short term goal(s) (personal)
 - Classroom long term learning goals
 - School Instructional Leads will work collaboratively with classroom teachers and provide differentiated PD based on grade level needs and individual needs.
 - Instructional Core Team will focus on instruction, analyzing curriculum and setting next steps for the entire organization. In addition, they will facilitate Grade and content appropriate study groups made up of the instructional staff and will collaboratively identify the necessary common language and expectations for use in the creation of a school-wide observation protocol and template.
 - Informal and formal observations will reflect Charlotte Danielson's rubric of *Effective Professional Practice*.
 - Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
 - Open forum "Lunch with Principal" to discuss important curriculum and instructional issues during all three lunch periods on the first Friday of every month.
 - Staff Conference each month will provide feedback to all teachers and highlight exceptional practices in the school as well as a time to view authentic teacher videos and discuss best instructional practices.
 - Learning Walks will be scheduled once a month using school wide initiatives as a focal point lens
 - Lab-sites will be scheduled monthly, recorded and used for teacher discussion focusing on elements of effective instruction/practice.
 - Teacher video-recording of lessons and professional conversations with administration around low inference observations.
 - Teachers will engage in opportunities to collect low inference evidence based on the Domains of Charlotte Danielson.
 - ARIS Learning Tool will be encouraged to be used and monitored by administration focusing on teacher's self assessment and individual learning plan.
 - A library of authentic PS69X Best Practices DVDs will be available in the Teacher Resource Center for checkout
 - School Instructional Leads and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
 - Inter-visitations are scheduled monthly for peer on peer feedback
 - Comprehensive Education Plan (School-wide goals)
- **Common Planning**
 - Each teacher will meet with administration to identify individualized teacher specific goals for the 2013-14 school year. Progress will be reviewed at the cycles
 - Teachers will be asked to set goals on an ongoing basis:
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- **Goal setting**
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- Inter-visitations are scheduled monthly for peer on peer feedback

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - September 2013 – June 2014
- **Common Planning**
 - September 2013 – June 2014
- **Modifying curriculum**
 - September 2013 – June 2014
- **Designing Common Assessments and Rubrics**
 - September 2013 – June 2014
- **Professional Learning Communities**
 - September 2013 – June 2014
- **Goal setting**
 - a. September 2013 – June 2014

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - Alignment of goals (NYCDOE, District, School-wide, grade level, and individual)
 - Teacher’s individual goals
 - Student goals
 - Notes from conferences with teachers
 - Agendas, minutes and attendance from Teacher team meetings.
 - Schedules and calendar of events of teacher meetings.
 - Digital DVD copies of lessons (library).
 - Low inference transcripts from teacher recorded videos.

- Reflection sheets from teachers outlining personal goals from attended workshop.
- Informal and formal observations using Charlotte Danielson's rubric of *Effective Professional Practice*.
- Agendas/ attendance sheets/ logs/Power point presentations from PD sessions.
- Literacy Consultants logs that reference team facilitation.
- Feedback from Instructional Leads.
- ARIS Learns monthly monitoring print out.
- Schedule of formative observations
- Feedback letters after Learning Walks.
- Minutes/attendance from Instructional Core Team
- Instructional Leads logs.
- **Common Planning**
 - Alignment of goals (NYCDOE, District, School-wide, grade level, and individual)
 - Teacher's individual goals
 - Student goals
 - Notes from conferences with teachers
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- **Modifying curriculum**
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 - Agendas/ attendance sheets/ logs/Power point presentations from PD sessions.
 - Literacy Consultants logs that reference team facilitation.
 - Feedback from Instructional Leads.
 - ARIS Learns monthly monitoring print out.
 - Schedule of formative observations
 - Feedback letters after Learning Walks.
 - Minutes/attendance from Instructional Core Team

- Instructional Leads logs
- **Designing Common Assessments and Rubrics**
 - Alignment of goals (NYCDOE, District, School-wide, grade level, and individual)
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- **Goal setting**
 - Alignment of goals (NYCDOE, District, School-wide, grade level, and individual)
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- Minutes/attendance from Instructional Core Team
- Instructional Leads logs

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).

- Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
- Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
- Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
- Parents are provided access to student data.
- Parents will have access to computer software that will assist in the development of programs geared to increase student performance.
- The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.
- Teacher specialists will provide parent workshops to support understanding of the school curriculum.
- The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
- The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
- The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
- Learning Leaders volunteer to work in classrooms
- Parent worker and social worker will conduct a series of Pre-K parent workshops.
- How to Help Workshop series by the parent coordinator will strengthen the home- school connection
- Provide parents with access to data through the ARIS Parent Link.
- Learning Leaders will be trained to work with struggling students using Great Leaps.
- Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
- As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.
- Staff will provide workshops in Literacy, Math, Science, and Social Studies

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

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, 100% of teachers will shift in the way they deliver content instruction by emphasizing explanation with conceptual understanding in all content areas, specifically mathematics (i.e. *number sense and operations*) as evidenced by student work analysis and benchmark assessment results

Comprehensive Needs Assessment

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

To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE) and Depth of Knowledge (DOK). In literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will experience opportunities to engage in mathematical study which requires fluency, application, and conceptual understanding

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

- Data Collection and Analysis (School-wide Data Team/Individual)
- Modifying curriculum
- Designing Common Assessments and Rubrics
- Simulated Testing Benchmark Assessments
- Professional Learning Communities using student work analysis protocols (i.e. Consultancy Protocol)
- Goal setting

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

Data Collection and Analysis (School-wide Data Team/Individual)

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences
- Common Planning

Modifying curriculum

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
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▪ **Designing Common Assessments and Rubrics**

- Administration
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- Lead Teachers
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▪ **Simulated Testing Benchmark Assessments**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
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- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
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▪ **Professional Learning Communities using student work analysis protocols (i.e. Consultancy Protocol)**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams

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- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
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▪ **Goal setting**

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

• **Data Collection and Analysis (School-wide Data Team/Individual)**

- A lead instructional core school based CCLS planning team will be identified to support and plan the implementation of the citywide instructional expectations.
- Professional Learning Communities will focus on embedding formative and summative assessment within common core aligned instructional units and study the resultant student work to determine the strength of using the literacy design and math design collaborative frameworks for aligning teaching tasks to assessment tasks.
- A school based professional development plan will be created and implemented to deliver the information secured by the above activities to the entire school instructional staff
- School leadership will meet weekly with the lead instructional team, cabinet, and join teacher team meetings on a regular basis, and coordinate this work across grades and content areas to ensure fidelity and implementation.
- Teachers will engage in job-embedded professional learning activities, as described in the school's professional development plan, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
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 - c. In Math; require fluency, application, and conceptual understanding
 - d. In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.

- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly reviewing curriculum maps for gaps.
- Teachers will produce units and lesson plans to support all learners.
- In literacy, teachers will design / implement rigorous tasks that ask students to read and analyze informational texts, write opinions and arguments.
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- In literacy, teachers will infuse opportunities for students to engage with a balance of literacy and informational text as well as text sufficiently complex for the grade band.
- Administration will monitor implementation by adjusting the school's observation protocol to reflect the instructional shifts identified instructional shifts.
- Teachers will plan rigorous math and literacy tasks to be embedded in curriculum units.
- Curriculum maps will be revised to include learning outcomes based on the CCLS and the principles of Depth of Knowledge.
- All Professional Development sessions will incorporate a connection to the Common Core Learning Standards and the principles of Universal Design for Learning.
- Staff book club will be scheduled using texts such as: Visible Learners by Mara Krechevsky and Daniel Wilson and Making Thinking Visible by Ron Richard and Mark Church.
- Common Core Learning Standards and the principles of Depth of Knowledge will be aligned to learning outcomes illustrated in the curriculum maps on all grade levels.
- Network Facilitation in supporting the CCLS concepts principles of Depth of Knowledge will be sought to support teachers in this work
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▪ **Timeline for implementation and completion including start and end dates**

• **Data Collection and Analysis (School-wide Data Team/Individual)**

- September 2013 – June 2014

▪ **Modifying curriculum**

- September 2013 – June 2014

▪ **Designing Common Assessments and Rubrics**

- September 2013 – June 2014

▪ **Simulated Testing Benchmark Assessments**

- September 2013 – June 2014

▪ **Professional Learning Communities using student work analysis protocols (i.e. Consultancy Protocol)**

- September 2013 – June 2014

• **Goal setting**

- September 2013 – June 2014

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

• **Data Collection and Analysis (School-wide Data Team/Individual)**

- Revised curriculum maps for the 2013-14 school year incorporating CCLS and curricular alignment.
- Agendas and readings from all PD sessions will include a CCLS connection
- Attendance from PD sessions and staff meetings
- Explaining and Argument focus of CCLS study will be observed in practice in classrooms – through Informal and formal observations
- Network Facilitation attendance by PS 69X personnel at workshops
- Inquiry Team work will demonstrate a connection with CCSS
- Use of Looking at Student Work protocols will be observed at Inquiry Team Meetings
- Units of Study with literacy/math embedded tasks.
- Student work generated from literacy/math tasks embedded in units of study.

- A roster and agenda for the lead instructional school based CCLS planning team
- School professional development plan
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 - Student work generated from literacy/math tasks embedded in units of study.
 - A roster and agenda for the lead instructional school based CCLS planning team
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - Rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) and Consultancy protocol documentation
 - Teacher Lesson Plans

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).

- Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
- Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
- Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
- Parents are provided access to student data.
- Teacher specialists will provide parent workshops to support understanding of the school curriculum.
- The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
- The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
- The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.

- JUMP Start reading volunteers will partner with classes to support reading instruction.
- Staff will provide workshops in Literacy, Math, Science, and Social Studies.

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

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 teachers will engage in data collection and analysis by triangulating multiple data points (qualitative and quantitative) to support an understanding of student needs, shift the scope and sequence and apply a task analysis guide to determine the academic rigor of instructional and assessment tasks for specific subgroups to create multiple entry points for all learners.

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.

According to our New York City Progress Report, 47.2% of our English Language Learners and 53.3% of our Special Education population reached the 75th percentile growth percentile score. In English language arts

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.

8. Strategies/activities that encompass the needs of identified subgroups

- Data Collection and Analysis (School-wide Data Team/Individual)
 - PLCs engaging in cycles of Inquiry
 - Modifying curriculum
 - Designing Common Assessments and Rubrics
 - Simulated Testing Benchmark Assessments
 - Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)
 - Goal setting
 - Using research based interventions to support specific subgroups

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network PD
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams

- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

▪ **Common Planning**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

▪ **Common Planning**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

▪ **PLCs engaging in cycles of Inquiry**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network PD
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams

- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences
- **Modifying curriculum**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network PD
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Designing Common Assessments and Rubrics**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network PD
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Simulated Testing Benchmark Assessments**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Thursday Teacher Team

- Monthly/Staff Conferences
- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Goal setting**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Using research based interventions to support specific subgroups**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Thursday Teacher Team
 - Monthly/Staff Conferences

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.

- Staff members will present their inquiry findings to staff at month grade conferences.
- Inquiry findings will be used in curriculum map revisions
- Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
- Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
- Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
- Teachers will create common tasks and assessment to demonstrate student mastery
- Teachers and Administrators will engage in common planning/Vertical grade planning
- Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **PLCs engaging in cycles of Inquiry**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **Modifying curriculum**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **Designing Common Assessments and Rubrics**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards

- **Simulated Testing Benchmark Assessments**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **Goal setting**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
 - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
 - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
 - Teachers will create common tasks and assessment to demonstrate student mastery
 - Teachers and Administrators will engage in common planning/Vertical grade planning
 - Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards
- **Using research based interventions to support specific subgroups**
 - Develop protocols for teachers to use to look at student work.
 - Staff members will analyze various data to determine targeted subgroups and achievement gaps.
 - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
 - Teachers will participate in case studies that focuses on student learning needs at varied levels.
 - Staff members will present their inquiry findings to staff at month grade conferences.
 - Inquiry findings will be used in curriculum map revisions
 - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.

- Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
- Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
- Teachers will create common tasks and assessment to demonstrate student mastery
- Teachers and Administrators will engage in common planning/Vertical grade planning
- Students will be assessed formatively (in classroom settings) as well as every eight weeks to determine individual and grade level target standards

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - September 2013 – June 2014
- **PLCs engaging in cycles of Inquiry**
 - September 2013 – June 2014
- **Modifying curriculum**
 - September 2013 – June 2014
- **Designing Common Assessments and Rubrics**
 - September 2013 – June 2014
- **Simulated Testing Benchmark Assessments**
 - September 2013 – June 2014
- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**
 - September 2013 – June 2014
- **Goal setting**
 - September 2013 – June 2014
- **Using research based interventions to support specific subgroups**
 - September 2013 – June 2014

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines
 - School/student/group data
 - Grade level goals
- **PLCs engaging in cycles of Inquiry**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans

- Model student work
- School-wide common tasks/rubrics
- Coaching/mentoring logs
- School observation protocol
- Administrative observations
- Team meeting agendas/schedules/logs
- Formative and summative assessment tools
- Looking at Student Work (LASW) documentation
- Teacher Lesson Plans
- Minutes/Agendas from Inquiry team meetings
- Workshops/presentation for inquiry team expectations and guidelines
- School/student/group data
- Grade level goals
- **Modifying curriculum**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines
 - School/student/group data
 - Grade level goals
- **Designing Common Assessments and Rubrics**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines

- School/student/group data
- Grade level goals
- **Simulated Testing Benchmark Assessments**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines
 - School/student/group data
 - Grade level goals
- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines
 - School/student/group data
 - Grade level goals
- **Goal setting**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol

- Administrative observations
- Team meeting agendas/schedules/logs
- Formative and summative assessment tools
- Looking at Student Work (LASW) documentation
- Teacher Lesson Plans
- Minutes/Agendas from Inquiry team meetings
- Workshops/presentation for inquiry team expectations and guidelines
- School/student/group data
- Grade level goals
- **Using research based interventions to support specific subgroups**
 - A roster and agenda for the lead instructional school-wide Data Team and Grade level Inquiry teams
 - School professional development plan
 - Curriculum Maps
 - Unit Plans
 - Model student work
 - School-wide common tasks/rubrics
 - Coaching/mentoring logs
 - School observation protocol
 - Administrative observations
 - Team meeting agendas/schedules/logs
 - Formative and summative assessment tools
 - Looking at Student Work (LASW) documentation
 - Teacher Lesson Plans
 - Minutes/Agendas from Inquiry team meetings
 - Workshops/presentation for inquiry team expectations and guidelines
 - School/student/group data
 - Grade level goals

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).

- Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
- Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
- Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
- Parents are provided access to student data and how to analyze different forms of data..
- Teacher specialists will provide parent workshops to support understanding of the school curriculum and how it is measured.
- The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
- The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing as well as disaggregated data of specific subgroups.
- Interim Progress Reports distributed to parents that outline progress and ways to support children at home
- The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
- JUMP Start volunteers will work with partner classes, emphasizing on struggling students.
- Staff will provide workshops in Literacy, Math, Science, and Social Studies and how data shows impact of learning cross curricular.

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

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, 100% of students performing at level 1 will be assessed on an on-going basis to promote gains toward Proficiency levels as evidenced by the NYS English language arts assessment.

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.

According to our New York State English Language Arts results, 33% of grade 4 students performed at level 1, and 20% of grade 5 students performed on a level 1 on the 2013 New York State English Language arts assessment.

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**

- Data Collection and Analysis (School-wide Data Team/Individual)
 - Common Planning
 - PLCs engaging in cycles of Inquiry
 - Modifying curriculum
 - Designing Common Assessments and Rubrics
 - Simulated Testing Benchmark Assessments
 - Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Common Planning**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)

- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences
- **PLCs engaging in cycles of Inquiry**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Modifying curriculum**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)
 - Lead Teachers
 - Instructional Coaches
 - Instructional Core Team (ICT)
 - Teacher Teams
 - Data Clinics
 - CFN 532 Network
 - Flexible scheduling (to encourage planning)
 - Grade Level Teacher Teams
 - School-wide Data Team
 - Parent workshops
 - Thursday Teacher Team
 - Monthly/Staff Conferences
- **Designing Common Assessments and Rubrics**
 - Administration
 - Differentiated Professional Development (Three Tiered Support)

- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

▪ **Simulated Testing Benchmark Assessments**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

▪ **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**

- Administration
- Differentiated Professional Development (Three Tiered Support)
- Lead Teachers
- Instructional Coaches
- Instructional Core Team (ICT)
- Teacher Teams
- Data Clinics
- CFN 532 Network
- Flexible scheduling (to encourage planning)
- Grade Level Teacher Teams
- School-wide Data Team
- Parent workshops
- Thursday Teacher Team
- Monthly/Staff Conferences

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

• **Data Collection and Analysis (School-wide Data Team/Individual)**

- Lead Teachers/Instructional Coaches, and service provider will attend monthly Network meetings and turn-key information at the school level regarding supporting

students performing at level 1 and their participation in heterogeneous classes

- Lead Teachers/Instructional Coaches, and service provider will meet with teachers, related service providers, SIT members as appropriate, and administration to provide professional development on flexible scheduling to support students performing at level 1.
- School-wide Data Team emphasizing the learning of ELLs and students performing at level 1 and the impact of instructional strategies
- With Network support, schools will monitor and evaluate progress on an on-going basis and report progress on individual students in their schools to the special education team
- Members of the Child Study Team/Response to Intervention/Student Implementation Team will conduct meetings on an on-going basis in order to identify students tiered intervention approaches and who are candidates for participation in LRE and create opportunities for individual student participation in LRE
- PD that focuses on students performing at level 1 in areas of:
 - ongoing assessments,
 - progress for student achievement
 - best instructional practices.
 - Collecting multiple data for student learning
- Lead Teachers/Instructional Coaches, service provider, and administration will collaborate and meet at the school level to discuss individual students and create supportive opportunities for students performing at level 1 and their participation in heterogeneous classes
- Network in school professional development on flexible scheduling as needed
- Lead Teachers/Instructional Coaches, service provider and administration will support their teachers on implementing flexible scheduling
- Lead Teachers/Instructional Coaches, service provider, and administration will support their teachers on implementing instructional strategies to address for students performing at level 1 and their participation in heterogeneous classes
- Collaborative meetings with liaisons, teachers, related service providers, SIT members as appropriate, and administration will enable review of student progress and creation of goal setting
- **PLCs engaging in cycles of Inquiry**
 - Lead Teachers/Instructional Coaches, and service provider will attend monthly Network meetings and turn-key information at the school level regarding supporting students performing at level 1 and their participation in heterogeneous classes
 - Lead Teachers/Instructional Coaches, and service provider will meet with teachers, related service providers, SIT members as appropriate, and administration to provide professional development on flexible scheduling to support students performing at level 1.
 - School-wide Data Team emphasizing the learning of ELLs and students performing at level 1 and the impact of instructional strategies
 - With Network support, schools will monitor and evaluate progress on an on-going basis and report progress on individual students in their schools to the special education team
 - Members of the Child Study Team/Response to Intervention/Student Implementation Team will conduct meetings on an on-going basis in order to identify students tiered intervention approaches and who are candidates for participation in LRE and create opportunities for individual student participation in LRE
 - PD that focuses on students performing at level 1 in areas of:
 - ongoing assessments,
 - progress for student achievement
 - best instructional practices.
 - Collecting multiple data for student learning
 - Lead Teachers/Instructional Coaches, service provider, and administration will collaborate and meet at the school level to discuss individual students and create supportive opportunities for students performing at level 1 and their participation in heterogeneous classes
 - Network in school professional development on flexible scheduling as needed
 - Lead Teachers/Instructional Coaches, service provider and administration will support their teachers on implementing flexible scheduling
 - Lead Teachers/Instructional Coaches, service provider, and administration will support their teachers on implementing instructional strategies to address for students performing at level 1 and their participation in heterogeneous classes
 - Collaborative meetings with liaisons, teachers, related service providers, SIT members as appropriate, and administration will enable review of student progress and creation of goal setting
- **Modifying curriculum**
 - Lead Teachers/Instructional Coaches, and service provider will attend monthly Network meetings and turn-key information at the school level regarding supporting

students performing at level 1 and their participation in heterogeneous classes

- Lead Teachers/Instructional Coaches, and service provider will meet with teachers, related service providers, SIT members as appropriate, and administration to provide professional development on flexible scheduling to support students performing at level 1.
- School-wide Data Team emphasizing the learning of ELLs and students performing at level 1 and the impact of instructional strategies
- With Network support, schools will monitor and evaluate progress on an on-going basis and report progress on individual students in their schools to the special education team
- Members of the Child Study Team/Response to Intervention/Student Implementation Team will conduct meetings on an on-going basis in order to identify students tiered intervention approaches and who are candidates for participation in LRE and create opportunities for individual student participation in LRE
- PD that focuses on students performing at level 1 in areas of:
 - ongoing assessments,
 - progress for student achievement
 - best instructional practices.
 - Collecting multiple data for student learning
- Lead Teachers/Instructional Coaches, service provider, and administration will collaborate and meet at the school level to discuss individual students and create supportive opportunities for students performing at level 1 and their participation in heterogeneous classes
- Network in school professional development on flexible scheduling as needed
- Lead Teachers/Instructional Coaches, service provider and administration will support their teachers on implementing flexible scheduling
- Lead Teachers/Instructional Coaches, service provider, and administration will support their teachers on implementing instructional strategies to address for students performing at level 1 and their participation in heterogeneous classes
- Collaborative meetings with liaisons, teachers, related service providers, SIT members as appropriate, and administration will enable review of student progress and creation of goal setting
- **Designing Common Assessments and Rubrics**
 - Lead Teachers/Instructional Coaches, and service provider will attend monthly Network meetings and turn-key information at the school level regarding supporting students performing at level 1 and their participation in heterogeneous classes
 - Lead Teachers/Instructional Coaches, and service provider will meet with teachers, related service providers, SIT members as appropriate, and administration to provide professional development on flexible scheduling to support students performing at level 1.
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- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**
 - Lead Teachers/Instructional Coaches, and service provider will attend monthly Network meetings and turn-key information at the school level regarding supporting students performing at level 1 and their participation in heterogeneous classes
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- **Goal setting**
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students performing at level 1 and their participation in heterogeneous classes

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- Collaborative meetings with liaisons, teachers, related service providers, SIT members as appropriate, and administration will enable review of student progress and creation of goal setting
- Teachers will use research based interventions to support specific subgroups

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**

- September 2013 – June 2014

- **PLCs engaging in cycles of Inquiry**

- September 2013 – June 2014

- **Modifying curriculum**

- September 2013 – June 2014

- **Designing Common Assessments and Rubrics**

- September 2013 – June 2014

- **Simulated Testing Benchmark Assessments**

- September 2013 – June 2014

- **Vertical/Horizontal Teacher Teams using student work analysis protocols (i.e. Consultancy Protocol)**

- September 2013 – June 2014

- **Goal setting**

- September 2013 – June 2014

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

- **Data Collection and Analysis (School-wide Data Team/Individual)**

- Network PD agendas
- Agendas from Common Preps
- Minutes from Child Study Team/Response to Intervention/Student Implementation Team
- Workshops for teachers of special education and general education on supporting ELLs
- 2013-14 School professional development plan
- Logs from Service Providers for ELLs

- Lesson Plans of teachers outlining multiple entry points and learning modifications for ELLs
- School PD agendas
- Minutes from School-wide Data Team focusing on ELLs
- School agendas and outcome results of meetings on individual students
 - Flexible scheduling programs for individual students who are in LRE
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 - Flexible scheduling programs for individual students who are in LRE
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 - Logs from Service Providers for ELLs
 - Lesson Plans of teachers outlining multiple entry points and learning modifications for ELLs
 - School PD agendas
 - Minutes from School-wide Data Team focusing on ELLs
 - School agendas and outcome results of meetings on individual students
 - Flexible scheduling programs for individual students who are in LRE

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).

- Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
- Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
- Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
- Parents are provided access to student data.
- Teacher specialists will provide parent workshops to support understanding of the school curriculum and how it is modified to address the needs of ELLs.
- The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
- The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing and impact on specific

subgroups such as ELLs.

- The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
- JUMP Start volunteers will work with partner classes, emphasizing on struggling students.
- Staff will provide workshops in Literacy, Math, Science, and Social Studies and how to assist their children at home.

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		Title IIA	X	Title III		X	Set Aside		X	Grants
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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**
- 1.
- **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
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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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Pearson Waterford - Pearson Waterford Early Learning Program's digital curriculum, which provides an individualized experience mastery of critical concepts in literacy through an online tool</p> <p>JUMP Start Reading – an intervention program that focuses on phonics, phonemic awareness decoding and/or phonological awareness difficulties as well as critical thinking and deeper comprehension.</p> <p>Wilson Reading System- A multi-sensory, structured curricula which focuses on phonemic awareness and language structure focusing on grades 3 and up.</p> <p>FUNdations – The same company as Wilson, FUNdations is a multi-sensory, structured curricula which focuses on phonemic awareness and language structure from grades K – 2.</p> <p>Fountas and Pinnell Reading Intervention - is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.</p>	<p>Small group and one on one</p>	<p>During School (Small group instruction) During AIS Periods During Extended Day During After School</p>

	<p><u>Read Works</u> - An online database of best practices for teachers to access and meet the needs of selected students.</p> <p><u>OKAPI Flying Start to Literacy</u> - Paired fiction/nonfiction program for early intervention. Paired books address the same concepts, vocabulary and high frequency words in different text types and sentence structures</p>		
Mathematics	<p><u>Simple Solutions</u> – an intervention that supplements the curriculum by providing daily distributed practice. This practice allows students to regularly and systematically revisit material that has been introduced by the classroom teacher.</p> <p><u>Math Steps</u> – a supplemental math program that allows students to practice math supplication and conceptual understanding.</p>	Small group and one on one	<p>During School (Small group instruction) During AIS Periods During Extended Day During After School</p>
Science	<p><u>FOSS</u> – the website http://www.fossweb.com/ includes learning modules that students and teachers can access:</p> <p><u>Read Works</u> - An online database of a variety of genres including science nonfiction texts and best practices for teachers to access and meet the needs of selected students.</p>	Small group and one on one	<p>During School (Small group instruction) During AIS Periods During Extended Day During After School</p>
Social Studies	<p><u>Read Works</u> - An online database of a variety of genres including social studies nonfiction texts and best practices for teachers to access and meet the needs of selected students</p>	Small group and one on one	<p>During School (Small group instruction) During AIS Periods During Extended Day During After School</p>

<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p><u>I-Care</u> character development and community education intervention program targeted for students in K-2</p> <p><u>Resolving Conflict Creatively Program</u> RCCP - Peer Mediators addresses conflict resolution, character education, and social and emotional learning.</p> <p><u>Girl's Social Skills Group</u> – social skills group dedicated to character development and social skills for girls</p> <p><u>Boy's Social Skills Group</u> - social skills group dedicated to character development and social skills for boys</p> <p><u>Speech, OT, PT, SETSS</u></p>	<p>Classroom Weekly By Need</p>	<p>All mandated services are pulled out as either individual or small group depending on need or related service.</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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"> ▪ Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. ▪ The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. ▪ Mentors are assigned to support struggling and un-qualified teachers. ▪ Continual and ongoing feedback to staff members. ▪ Differentiated Professional Development to all teachers based on common needs, trends and individual next steps.

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).
Differentiated Professional Development (3 Tiers) <ul style="list-style-type: none"> ▪ Author/Education Consultant, Tony Stead ▪ Educational Consultants to support work (Literacy Supports, Read Works, Ursula Davis, etc.) ▪ Lead Teachers/Instructional Coaches

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.).
<ul style="list-style-type: none"> ▪ A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students ▪ The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT. etc.) ▪ Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms ▪ As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below: <ul style="list-style-type: none"> ○ Supervisor per session (2 days per week) ○ Professional instructional materials to support curriculum development during the regular school day. ○ Consumable instructional materials for use during extended day programs. ○ Teacher per session (2 days per week) for after school programs and differentiated professional development.

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.).
<ul style="list-style-type: none"> • Pre Kindergarten teachers participate in grade articulation • Vertical planning between Pre K and Kindergarten teachers

- Parent workshops to assist with transition between grades
- An Early Childhood Social Worker to support students and families with students of Pre K's transition to school and between grades

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.

- Qualitative documentation which captures big ideas, learning and statements about explorations and group projects
- Learning portfolios
- Cumulating projects and tasks that are thematic
- Cross curricular projects with a final product

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).

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

- P.S. 69X Journey Prep will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Convene an annual meeting for parents to inform them of the Title I program and their right to be involved.
 - School Leadership Team and Parent Coordinator will conduct a parent needs assessment to determine priorities to be addressed.
 - Collaborate with the Executive Board of the Parents Association to develop a comprehensive school parental involvement plan.
 - All constituents will discuss findings and create and/or revise the school parent involvement plan.

- P.S. 69X Journey Prep will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
 - Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
 - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.

- P.S. 69X Journey Prep will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parents are provided access to student data through ARIS Parent Link.
 - Parents will have access to computer software that will assist in the development of programs geared to increase student performance.
 - The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.
 - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
 - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
 - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.

- P.S. 69X Journey Prep will coordinate and integrate Title I parental involvement strategies with other programs:
 - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
 - JUMP Start readers volunteer to work in classrooms.
 - Parent Coordinator and social worker will conduct a series of Pre-K parent workshops.

- P.S. 69X Journey Prep will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. All workshops, information, evaluations and feedback will be translated into Spanish to prevent any barriers to parental participation. Workshops and meetings will be conducted during and after school to accommodate all parent schedules.
 - Surveys will be conducted to ensure that parents have a voice in the decision making process.
 - Focus groups will allow parents to network and discuss issues and concerns relevant to their needs.
 - Parents will review school programs and budget as members of the School Leadership Team.
 - The Parent Coordinator will be available to meet with parents to answer questions, provide information and address concerns.
 - ELL workshops are conducted for parents by the ESL teacher.
 - JUMP Start will provide workshops to parents as supports for helping their children succeed academically.
 - Parent workshops provided by staff from CFN 532 Network (CEI-PEA)

- P.S. 69X Journey Prep will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide workshops, information and assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - Common Core Learning Standards
 - New York State assessments including New York State alternate assessments (Requirements of Part A)
 - School-wide periodic assessments
 - How to monitor their child's progress and how to work with educators.

Venues to inform parents will include:

- Parent Workshops
 - Parent Teacher Conferences
 - Curriculum Night/Back to School Night
 - Promotional policy meetings
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - How to Help Workshop series by the parent coordinator will strengthen the home- school connection
 - Provide parents with access to data through the ARIS Parent Link.
 - Learning Leaders will be trained to work with struggling students using Great Leaps.
 - Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
 - As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.
 - Staff will provide workshops in Common Core Learning Standards (Literacy, Math, Science, and Social Studies.)
 - Parents are invited to attend, Book Fair, Enrichment Cluster Fair, Awards Assemblies, Broadway Junior Production, concerts and other school events.
 - Parent will volunteer as JUMP Start readers and Pre K classroom projects.
 - The Parent Coordinator trains parent volunteers to assist in classrooms
 - Meet the teacher night is held in September to familiarize parents with teachers and school programs.
 - Monthly Coffee Talk with Principal as an open forum for parents to discuss instructional issues.
 - Our Monthly Book and a Bagel workshop provide parents with the opportunity to read and discuss the same literature that their children are reading in school.
 - c. The school, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build partnerships between parents and the school community by:
 - Parent outreach by the Parent Coordinator
 - Family Worker conducts parent workshops
 - Home visit are conducted
 - Phone calls to parents (School Messenger)
 - Parent Monthly calendars
 - School website (www.PS69Bronx.org)
 - Parent/Teacher Conferences
 - Informational meetings by community based organizations
 - Health Fair/Family Day in June
 - Notices and Permission slips
 - Translated services for letter correspondence
 - Electronic message board
 - Email

- d. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parents can understand
- School Messenger Phone System
 - Parent Coordinator
 - Family Worker
 - Learning Leaders
 - School Leadership Team
 - School website (www.PS69Bronx.org)
 - Awards Assemblies
 - Monthly Calendars
 - School Menu
 - Holiday Homework Packets
 - Parent Information Notices
 - Test scores on how their students are performing
 - Individual student goal setting profiles
 - Interim Progress Reports

- P.S. 69X Journey Prep will provide overall healthy habits for parents and families:
- Family Fitness Nights - Monthly fitness programs for parents as an ongoing fitness series. These Family Fitness Nights will be geared toward families and encourage healthy lifestyle choices.
 - Cook Shop – classroom instruction and family workshops to support meal preparation and healthy food purchases.
 - WITS - Wellness in the Schools will be geared towards meal decisions and preparation for families. This includes exploration labs, cooking classes and ongoing workshops.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESEA:

- Providing necessary literacy training for parents from Title I, Part A funds
- Paying reasonable and necessary expenses associated with parental involvement activities, including child care to enable parents to participate in school-related meetings and training sessions
- Collaborating with parents to encourage the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations with parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- Saint Barnabas hospital will partner with PS 69 to provide parents with workshops on health issues addressing mind, body and spirit.
- ACS Partnerships supporting parents with preventative and child care services.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by agendas and signature sheets. This policy was adopted by Public School 69X on June 13, 2010 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I Part A children on or before September

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;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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;
1. 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 08	Borough Bronx	School Number 69
School Name Journey Prep		

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 Sheila Durant	Assistant Principal Walter Galiano
Coach type here	Coach type here
ESL Teacher Claire McMahon	Guidance Counselor type here
Teacher/Subject Area Marilyn Gleicher/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Donna Salerno
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	547	Total number of ELLs	52	ELLs as share of total student population (%)	9.51%
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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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	1	1	1	1	2	1								7
SELECT ONE														0
Total	1	1	1	1	2	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

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			0			0			0
Dual Language	0			0			0			0
ESL	46	1		5	0		1			52
Total	46	1	0	5	0	0	1	0	0	52

Number of ELLs who have an alternate placement paraprofessional:

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	5	7	9	12	8	5								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	0	2	1								6
TOTAL	5	9	10	12	10	6	0	0	0	0	0	0	0	52

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	3	2	6	2									18

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)	4	3	1	3	2									13
Advanced (A)	3	5	7	4	2									21
Total	12	11	10	13	6	0	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	2	0	0	11
4	3	1	0	0	4
5	12	1	2	0	15
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	6	1	2	0	0	0	12
4	2	1	2	0	0	0	0	0	5
5	4	5	2	1	2	0	1	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	1	0	0	1	3	0	6
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.
PS 69 uses Fountas and Pinnel for grades kindergarten through 5th for literacy assessment. These results allow us to evaluate where our ELLs stand in regards to their English-speaking peers as well as charting their own individual progress. The students are assessed three times during the school year namely at the beginning, middle and end periods. Thus the school is provided with a benchmark by which we can assess progress as cohorts and individuals as the year goes on. This data helps the early childhood team (as well as the inquiry team) to capitalize on those areas of strength in determining thematic approaches to reading and to concentrate on the language and literacy needs of our ELLs. Previous New York State ELA exams are also used to gauge what level the students are at in literacy. The ESL teacher uses the National Geographic Reach literacy series to regularly assess the ELLs. The teacher follows the National Geographic Reach Assessment Handbook to assess letter recognition, phonics, reading, writing, comprehension, and oral skills. This provides the teacher where the students' strengths and weaknesses lie. The data also demonstrates progress. The teacher uses the data to determine whether reteaching is necessary or to move onto the next unit. The data can also determine and change ESL pull out groups. Grouping is flexible and can change throughout the year as determined by data.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
It is clear from the modality review of the NYSESLAT that the vast majority of our ELLs have a good or advanced command of English listening and speaking and BICS (Basic Interpersonal Communication Skills). The progression in developing their language skills is shown by the number of students who score out or move from beginning to intermediate and advanced levels. Across the grades, the students excel in listening and speaking and need more reinforcement in reading and writing.
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](#))
Data unavailable.
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?

4a) The patterns confirm that change was needed for our ELL program with the new Common Core Standards. Students on all grade levels tend to perform at a higher rate on content exams as compared to the ELA. On the NYSESLAT, the listening and speaking parts demonstrate progress within one year. The reading and writing are in concert with the level of progression of the instructional program. The trend is evident across all grade levels that students are succeeding in getting proficient scores in listening and speaking and need intervention in order to succeed in scoring a proficient in reading and writing. Due to the new rigorous standards and state exams a new literacy program, National Geographic Reach, is now in place for ELLs. SIFE students that took the NYS Math exam in their native language of Spanish performed at a lower level than their non-SIFE peers who took the exam in English.

4b) The ELL Periodic Assessment informs us of the progress of our ELLs in developing their English language skills. It makes clear what is working for these children and what needs modification. It helps us to customize our teaching to maximize the acquisition of English fluency across the modalities. This data drives the instruction of both the classroom and ESL teachers. In the most recent assessment, the data showed that the students needed intervention in their writing skills. This was then transferred to classroom instruction. The School Leadership Team reviews the results of the Periodic Assessment and determines how the teachers can best move the ELLs forward in academic progress. They determine where the teachers need to best focus their teaching, whether it is in listening and speaking or reading and writing.

4c) The school learns that ELLs need more help and guidance when acquiring reading and writing skills and CALP (Cognitive Academic Language Proficiency). This assessment demonstrates to the teachers that academic writing can require more time to learn for ELL students. This accounts for the trend in writing scores that are lower than the listening and speaking scores. The native language is used to help students that have recently arrived in the United States. They are given the Spanish LAB upon entry to the school system. This helps the school to see their literacy levels in their native tongue. In content classes, students have access to exams in their native language and native language dictionaries. The Envision math program used by the classroom teachers has portions of each unit available in Spanish. Teachers with newcomer students make use of this part of the program.
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.](#))

PS 69 Journey Prep has an RTI Team that works to provide students with services as needed. The students are evaluated in both languages. Their strengths and weaknesses in both languages are taken into account. Educational history, taking into account other countries is used in this process. Upon referral to the RTI team, the student's baseline data is used to determine strengths and weaknesses. The team develops SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for each student. An intervention plan is created using all of this data and the SMART goals. Once the interventions are in place, weekly data is collected. The data collected is contingent upon the SMART goals and areas of weakness. Student progress is looked at every 6-8 weeks. The classroom teacher is kept apprised of progress.

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

The ESL teacher and classroom teachers communicate on an ongoing basis about the students. They speak about language goals and how to meet them with each individual student. Progress is monitored within the classroom and in the ESL pull-out groups. The teachers keep each other informed about the data collected. The ESL teacher provides professional development during the Thursday Inquiry Team meetings. Teaching language through the content areas is an emphasis during these meetings. This ensures that ESL students have proper scaffolding, differentiation, and access to content area vocabulary and instruction.

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?

We currently do not offer a dual language program.

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

Individual and cohort data analysis is used to assess progress and performance on a periodic and annual basis. Scoring out and advancing in the NYSESLAT and parent support and satisfaction with their child's growth is paramount in our model. When looking at the AMAO the School Leadership Team can see that the students across the grade levels show consistently advanced scores in listening and speaking. The reading and writing NYSESLAT scores show a slower growth, but growth as the student moves through the grades nonetheless.

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](#).)
During the initial registration process the certified ESL teacher, Claire McMahon is present to meet with and interview parents and

students. She fills out the Home Language Identification Survey (HLIS) with the parents in order to identify the home language. If the home language indicates a language other than English, she conducts an informal interview with the parents and student. The student is then given the LAB-R in order to determine entitlement.

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.
The ESL teacher organizes a parent orientation meeting every fall for new registrants. During this meeting the parents are shown the New York City Department of Education Parent Orientation Video. The video is shown in the native language of the parents. After the video there is a question and answer session designed to better inform the parents about the three programs. There is a translator at the meeting to ensure understanding. When a parent is unable to attend the meeting, the ESL teacher calls parents and arranges a mutually agreed upon time to provide an individual orientation where the video is again shown. Here the parents participate in an orientation that is tailored to their needs.
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](#)].)
Entitlement letters are both mailed and sent home with the children. Parent Surveys and Program Selection Forms are completed by parents and returned to the school at the informational meeting described above. Those parents that do not attend the meeting are met with individually and shown the video distributed by the Department of Education outlining the ELL programs. The teacher notifies the parents of these individual meetings during Open School Night and/or at dismissal. The assistant principal and ESL staff review the Parent Survey and Program Selection Forms. After they are reviewed, the original is placed in the cumulative folders and a copy is placed in a central location.
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.
Parents at PS 69 have overwhelmingly chosen ESL as their program of choice for their children. If however, a parent does choose a transitional bilingual or dual language program, the ESL staff, parent coordinator, and principal make every effort to place the students in the program of choice. The principal contacts schools that have a bilingual or dual language program and makes every attempt to find placement for them. If 15 such parents with students in contiguous grades were to choose a dual language or a bilingual program then such a program will be implemented.
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.
The two ESL teachers at the school administer all four sections of the NYSESLAT. Students are given the exam in their usual ESL pull-out groups, whenever possible. Students with disabilities are given the exam according to their IEP. The ESL teacher creates a master list of all ELL according to the NYSESLAT eligibility report found in ATS. This list is used to ensure that all students are administered all four modalities.
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. 
The parents at PS69 have almost always chosen freestanding ESL as their first choice upon completion of the parent orientation. Our current program model is aligned with parent requests. If there were a change in the future and parents began to ask for either Transitional Bilingual or Dual Language programs, there would be a meeting with administration about implementing the program of parent choice.

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])?

Currently we are using a push in and pull out model. In the pull out model, licensed ESL teachers meet with the children at the beginning and intermediate levels for 360 minutes per week. Those students at the advanced level are seen for 180 minutes a week in a pull out setting. The proficient level students are seen during extended day for transitional support in a pull out group. A pull out group of newcomers is formed to specifically provide intervention for those that are new to this country. As students gain confidence and progress in their English language skills we plan to transition them to a push in model. Our goal is to meet the linguistic needs of each individual student while moving to a complete push in model over the course of the school year. Classroom teachers and ELL specialists plan together for the instruction of ELL students. Instruction is based on a thematic approach driven by the topics that are part of the classroom curriculum. Students are seen in groups organized by English language proficiency level. The program models are ungraded, block, homogeneous grouping.

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)?

PS 69 presently has a free standing ESL only program model. Instructional minutes are delivered in pull out small groups and/or push in as per the proficiency level of each student. Student and teacher schedules reflect the mandated amount of time according to proficiency level. Beginning and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week of ESL and 180 minutes per week of ELA.

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.

Paste response to question here: Content areas are delivered in English in the regular classroom. Classroom teachers are trained in ESL methodology and routinely apply same to their delivery. In consultation with classroom teachers, ESL teachers review and reinforce content instruction and use content materials in their language development approach. Various methodology and instructional approaches are used to engage and teach ELLs. This includes the SIOP model to deliver instruction and also the use of graphic organizers, realia, scaffolding, comprehensible input, picture dictionaries, additional literature, and accessing prior knowledge. Literature used in the ESL classroom includes Reach, Rigby: On Our Way to English, and Mondo. Reach is a content based, Core Curriculum aligned program that is used in order to provide content area instruction. The program uses social studies and science to teach literacy.

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

Paste response to question here: Students that are deemed entitled to ESL programming after being administered the LAB-R and

are Spanish speaking, are given the Spanish LAB. In addition, translated tests and translators are made available in the students' native language for math and science state exams. Oral interviews are also conducted in the native language at registration.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: The Reach program used during pull-out ESL instruction is a literacy through the content areas program that was designed for ESL students. Therefore, all modalities are touched upon in every unit. The students are assessed in every modality in order to successfully complete each unit.
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).

Paste response to questions here: A) SIFE students are placed into smaller pull out groups in order to meet their needs and provide appropriate intervention. These students work on text skills including reading, phonics, oral language development, listening and writing. The Rigby, On Our Way to English series provides Phonics Song Charts that aid students with letter sounds and word families. In the regular classroom setting, these students are given a buddy that speaks the native language and helps him/her and guides him/her in everyday classroom tasks. In addition, these students attend Saturday School in order to provide further intervention.

6b) Newcomer students are given additional support in Basic Interpersonal Communication Skills. These skills include speaking and conversational skills and also lessons in social studies about their new country. This is done in order to ease their integration into their new school, community, and country. This provides students with the skills necessary to communicate on a daily basis. The teacher uses the Reach: In the USA reading program that is designed for students newly arrived to the country. The program covers sight words, basic communication skills, beginning reading strategies. This program prepares the students to communicate and read in the general education classroom.

6c) ELLs receiving services 4 or more years are enrolled in pre- and post- school groups where they receive additional language, literacy and math support. In addition, a Saturday Academy program has been instituted for long term ELLs. This program provides small group instruction for those students that need additional help in ELA and math. ELL students who have not met the performance standards in listening receive additional support from the ESL teachers as part of the ESL block scheduling. This small group of students meet with the teacher for hour long sessions three days a week. The instructional focus is to teach the students active listening skills that allow them to listen for specific and important information that depends on the activity at hand. The certified ESL teacher works with the students on active listening skills through read aloud activities, a listening center with accountable activities, and listening games. During a read aloud, the teacher chooses a grade and language level appropriate book and reads it to the group. Throughout the reading an ongoing class discussion is going on in order to check for understanding and for details. The individual follow-up activity also provides for an assessment. The listening center is used with grade and language level appropriate books along with activities that are used as an assessment for the teacher to check for listening comprehension. The listening game "I Have, Who Has?" is played once a week in class. The students must actively listen in order to complete the game successfully. Without listening for information they cannot successfully participate in the game.

ELL students who have not met proficiency in writing receive additional support throughout the school day. The ESL certified teacher for 72 minutes, five days a week, services these students. The instructional focus during this time is for the students to successfully complete a piece of writing as per the rubric for the task. This includes complete sentences, correct punctuation, grammar and spelling, and clear paragraphs. These students show weakness in writing conventions and also in summary writing. The students also tend to leave out specific details in their writing pieces. The ESL teacher also works in conjunction with the classroom teacher to provide support and strategies for these students. Empire State NYSESLAT workbooks help guide the students with pre-writing, writing essays, using correct syntax and correcting sentences. Every classroom is also equipped with laptops that have the program WriteToLearn. Pearson's WriteToLearn has a built in dictionary and has the ability to read the passage to the student in order to facilitate better understanding for ELL students. The program acts like a personal tutor for writing and provides instant feedback. The students practice both summary writing and essay writing. The ESL reading program Reach has a writing component that is very beneficial to the ESL students. Explorations in Nonfiction is used at every grade level, has established lessons and organizers that are a great resource and companion to the reading series. The graphic organizers that are part of the program makes writing and conventions accessible and easier to understand for the students that are struggling. Throughout the day the ESL teachers use different writing strategies learned in ongoing professional development such as writing prompts and brainstorming with graphic organizers in order to provide ideas. Students have punctuation charts and interactive word walls in order to provide aid with conventions and word choice. There are also exemplars for writing assignments in order to establish expectations. The ESL teacher also meets and plans with the classroom teachers in order to establish an

action plan for these students to succeed.

6d) PS 69 currently provides a Saturday Academy and After School activities for Long Term ELLs to receive additional support in literacy and math. The instructional focus for these programs is for the students to be able to reach grade level proficiency in literacy and math. The Saturday Academy teachers work together with the certified ESL teacher to formulate an action plan for each student. The teachers work on reading and writing and math. The focus is on vocabulary, test taking strategies, and understanding approaches to problem solving. The After School program is taught by the classroom teachers in conjunction with the ESL teacher and provides intervention for the students that are at risk in math and ELA. Teachers use such books as Progress Coach: Math, Progress Coach: ELA, Buckle Down: Math, Rise and Shine Math and Rise and Shine ELA. These are used to fill in the knowledge gaps for those students that need extra support in ELA and math. They reinforce basic skills along with more complex topics.

6e) Transitional support is delivered during Extended Day programs. The students work with the ESL certified teacher in a small group pull out setting in order to provide the students with individualized attention. Study skills and test prep are emphasized to help these students succeed on the myriad of standardized and content area tests they need to pass.

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?

Paste response to question here: Teachers of ELL-SWDs use many different strategies and techniques to ensure that the students have access to academic content and accelerate their English language development. Teachers employ such strategies such as the use of graphic organizers, visuals and frequent use of the SmartBoard in order to provide interactive and engaging lessons. For fourth and fifth graders, there is access to the laptop program Time2Know. This program allows for interactive, student centered lessons in ELA and math. The program PAF (Preventing Academic Failure), by Orton-Gillingham is an early intervention program for grades k-3 in reading, spelling and handwriting. Wilson is also used for the students that struggle in reading and writing.

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?

Paste response to question here: PS 69 works towards placing ELL-SWDs in the least restrictive environment according to his/her needs. The staff works together to decide on the best placement for these students. If the student receives related services such as OT/PT, speech and language or SETTTS, the teachers work together to create a schedule that allows for the student to adequately receive all services and be in class during necessary lessons. These teachers work and plan together in order to service the student's needs in English language development.

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:			

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

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.
- Intervention programs for ELLs are offered in English, and Spanish where possible. These programs have adapted materials in a small group setting with access to the core curriculum. They include services delivered by the SETSS and the Morning Breakfast Club, After School Sessions and Saturday Academy. Content area intervention is targeted to the upper grades at all language levels. The ELLs from the first subgroup of 0-3 years of service, are given an instructional focus of literacy in order to provide the students with the phonics skills necessary to catch up to their English speaking peers. The Rigby, On Our Way to English phonics component is a great resource for these students. ELLs with 4-6 years of service and long term ELLs have an intense instructional focus on academic writing. These students are worked with on writing conventions and clearly conveying ideas through the use of graphic organizers, modeling, and mini-lessons.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As of last year, Journey Prep has begun a new literacy program for ELL students. The National Geographic Reach program is being used for the ESL pull out program. This program teaches English through the content areas. Each unit has either a social studies or science focus with language and literacy goals that complement the area of study. This program has pushed our students to use more academic vocabulary and more accountable talk. We feel that this program is effective as shown through classroom data. We hope to see an improvement in state exams scores for the 2013-2014 school year as well.
11. What new programs or improvements will be considered for the upcoming school year?
- We are looking into implementing more of a push-in model in order to minimize the number of hours lost in the classroom.
12. What programs/services for ELLs will be discontinued and why?
- We do not foresee discontinuing any programs that are currently in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs participate in all school programs. These include but are not limited to, After School Clubs, Special Assemblies and School Trips. In addition ELLs join the Breakfast Club, the After School Program and Saturday Academy for language and literacy development. ELLs are also encouraged to run for and participate in Student Council. On Friday afternoons, all ELLs also participate in Enrichment Clusters in the spring. Chorus and archery are also made available to all students, including ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Every classroom at PS 69 is equipped with SmartBoards, headphones, and student laptops. Every individual class also has a class website that is updated by teachers and students. The ESL teacher uses the Reach and In the USA programs along with Mondo and Rigby: On Our Way to English as supplemental materials. The math program, Envisions has an ELL differentiation for each lesson that classroom teachers take advantage of. There are also introductory videos for each math lesson that provides visual support for the lesson.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As of right now, there has not been parent interest for TBE or Dual Language. Native language support is provided for all ELL students. In content classes, students have access to exams in their native language and native language dictionaries and glossaries. The Envision math program used by the classroom teachers, has portions of each unit available in Spanish. Teachers with newcomer students make use of this part of the program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The resources and supports used for the ESL program are age appropriate. The students use grade level texts with ESL and research based scaffolding. The pull out program, uses National Geographic Reach literacy program. The program uses age appropriate texts with many opportunities for scaffolding based on the student's language level. Classroom teachers are given professional development so that they may provide appropriate scaffolding for ELL students.
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.
- PS 69 offers a summer enrichment program 4 days a week. All ELL students that have been identified prior to the beginning of the school year are encouraged to attend.
18. What language electives are offered to ELLs?
- During Friday afternoon Enrichment Clusters both Italian and Spanish will be offered to all students in the spring.

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)?

Parent choice has not called for a dual language program as of yet.

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.

Paste response to questions here:

1) All ESL certified teachers attend regular network meetings as part of the Children's First Network 532. These meetings review policy, best practices and data analysis. These teachers also regularly attend professional development meetings offered through the Department of Education. The methods, techniques, current trends and research acquired there are then incorporated into school wide training for the entire staff, as everyone interfaces with ELLs on some level. There is school wide ESL training provided to the staff on a monthly basis delivered by the state certified ESL coordinator. This training can cover a range of topics up to and including vocabulary development, ESL reading and writing, scaffolding for ELLs, stages of oral language development and linguistic diversity.

2) The ESL teacher attends monthly network meetings. All information presented in these workshops is turn-keyed to the staff including the guidance counselors and include such topics as the Common Core and ESL and the ESL Student in the General Education Classroom. Staff learn how to adjust their teaching to meet all students in their class. We have a bilingual guidance counselor on staff that works with the ESL students upon entry. She helps them learn the routines of the school and discusses their new environment. She is in close contact with the classroom and ESL teacher. The ESL teacher works with teacher teams on a weekly basis. The teams work together to align the curriculum to the Common Core. The ESL teacher makes recommendations on accommodations for the English language learners. Performance tasks for every unit are aligned to the Common Core and accommodations are made for English language learners at every level. Classroom teachers gain a deeper understanding of what is expected from a student at any language level.

3) The teachers of our upper grades (4th and 5th) visit the middle schools that we feed. There they meet with the 6th grade teachers and administration to discuss the incoming students and how they can collaborate to ease the children's' transition to middle school. In the spring semester, 5th grade students visit the middle schools that we feed.

4) Certified ELL and special education teachers who have previously been trained, provide workshops on school half-days and staff development days to the entire staff. At the beginning of the year the ESL teacher meets with the classroom teachers of the ELL students to provide an orientation in order to familiarize the staff with ESL methodology, scheduling, assessment and testing procedures. The staff also attends monthly staff development meetings. The ESL teacher speaks about best practices during these meetings. Some of the topics covered include linguistic diversity, stages of ELL development, BICS and CALP, literacy for ELLs, scaffolding, ELL writing, academic vocabulary development, and best practices. Teachers learn how to meet the needs of their ELL students through strategies presented in these meetings. The teachers also view videos and model lessons in order to view how these practices and strategies are presented to the students. Recently, a workshop on SIOP (Sheltered Instruction Observation Protocol) and how this protocol can help our ELL students. Specifically, teachers were introduced to language objectives and practiced writing them for their own lessons. These workshops meet at least the minimum 7.5 hours of training as mandated by the Jose P. legislation. There is also a meeting before the NYSESLAT is administered in order to familiarize the classroom teachers with the purpose and format of the test. There are attendance sheets at each of these meetings in order to keep track of the mandated hours.

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?

Paste response to questions here: 1) PS 69 has a strong PTA. Our meetings are heavily attended and they are conducted in both English and Spanish so that our ELL parents are comfortable and kept informed and involved in their children's education. Translation services are always made available. Every month, the principal conducts a meeting titled "Book and a Bagel." In this meeting the principal and parents discuss the book of the month that is read by every class in the school. Translators are always provided. On the last Friday of the month, the principal meets with the parents in an informal setting entitled "Coffee Talk." There is also a fall and a spring meeting for ELL parents to discuss the expectations of ELLs, promotional criteria, and the NYSESLAT and other state assessments, among other topics. Journey Prep has meetings monthly on how parents can help their students learn and grow using the Common Core Standards, titled Understanding the Common Core on October 2nd. Parents learn how the new standards effect their child's learning and how they can help their child at home. In addition to the Common Core meetings, there are monthly meetings relating to academics at Journey Prep. An evening session of this same program will be offered in the future. The fourth Tuesday of every month has a workshop relating to the Common Core. They cover topics such as early childhood math, grades 3-5 math, early childhood ELA and grades 3-5 ELA.

2) PS 69 Journey Prep partners with CookShop. CookShop provides parents with cooking classes and monthly grocery distribution. The parents learn how to cook and shop for nutritional foods.

3) Upon registration the parent coordinator distributes a needs assessment for the parents. This is utilized to determine how PS 69 can best serve our parents. The survey asks parents how many children of theirs attend the school, what topics they would like to learn about, what talents they can contribute to the school, what time of day is it most convenient to attend meetings and workshops, and how the parent coordinator can make the meetings more enjoyable. The range of topics for workshops that are offered in the needs assessment survey are as follows: ARIS Parent Link, test preparation, good nutrition and healthcare, ways to feel comfortable conversing with teachers, discipline and conflicts at home, and how to help your child succeed academically, just to name a few. This needs assessment is offered in Spanish and English and all subsequent workshops have a translator available.

4) Based on the needs assessment, activities are formed for parents such as the CookShop and Common Core Workshops. Monthly workshops are planned using this needs assessment.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Durant	Principal		1/1/01
Walter Galiano	Assistant Principal		1/1/01
Donna Salerno	Parent Coordinator		1/1/01
Claire McMahan	ESL Teacher		1/1/01
	Parent		1/1/01
Marilyn Gleicher/ESL	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: 08BX69 School Name: Journey Prep

Cluster: 5 Network: CEI-PEA CFN 532

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.

A Home Language Identification Survey is completed by every parent with the assistance of the ESL Coordinator and a bilingual translator. School notifications about all school activities and events are sent home to parents in both English and Spanish. The notifications are translated in house by a bilingual pedagogue.

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.

After reviewing the Home Language Identification Survey it was indicated to the school that most parents speak and read Spanish and English. There is a total number of 133 parents of 619 that speak a language other than English at home. 129 parents speak Spanish, 1 parent speaks Urdu and 3 parents speak Arabic. These parents are in need of written and oral translations. Bilingual staff members are available at all times to translate for Spanish speaking parents. The teachers are notified on an ongoing basis as to which parents of their students are in need of translation services. The teachers are notified through a written memo.

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.

All correspondence with the school community is provided in both English and Spanish. Written communication is translated by a bilingual pedagogue. Once the written notice is translated, it is reviewed by another bilingual pedagogue in order to ensure accuracy. These translation services apply to both school wide notices and to notices to individual parents regarding a specific student.

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

Oral interpretation is available at the school at all times. This interpretation can be provided by any of the following bilingual school staff members: a pedagogue, secretary, school aids, guidance counselor and social worker. Communication between the school and the members of the community is always in both English and Spanish. During registration there is always a bilingual pedagogue available to provide translation services for any parent in need. When calling the school during business hours, a caller has the option of choosing English or Spanish. Whenever a parent comes to the school there is always a bilingual pedagogue on staff that is available to provide translation. There is a written poster in the main entrance of the school notifying parents that translation services are available. Any communication with parents is given in the preferred language. When necessary the NYC Department of Education Translation and Interpretation Unit is contacted for languages other than Spanish.

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 fulfills Section VII of Chancellor's Regulations A-633 in various ways. Each parent is given a copy of the Bill of Parent Rights and Responsibilities at registration. There are copies available in English, Spanish and any other covered language that is needed at the school. There is a sign posted at the main entrance of the school in Spanish stating that translation services are available. The school's office phone gives the option of choosing English or Spanish for each caller. Each parent is able to communicate with the office in either language at any time.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS69X Journey Prep	DBN: 08X069
Cluster Leader: Deborah Maldonado	Network Leader: Ben Soccodato
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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: Analysis of available data indicates that our ELL population is in need of additional support in reading, writing and math skills. Our before school, extended day, and Saturday programs address these needs.

The ESL Strategies for Success in Mathematics Breakfast Club targets ELL students in grades three through five who take the state-wide mathematics test. There will be a total number of 32 students. The focus is on vocabulary, test taking strategies and understanding the approaches to problem solving. There is ongoing articulation between the classroom teacher and the math teacher. The program involves pre-testing, medial assessment and post-testing. Each student has a personal action plan, written by all the professionals who work with the student. Packets go home so that parents can work with their children. This program is offered January through April, Tuesdays and Wednesdays at 7:30 until 8:10AM. All instruction will be in English.

All ELL students in grades two through five who are in need of intervention are offered a Saturday Academy from November 10th until May 18th. The dates will include November 1st, 10th, 17th, December 1st, 8th, 15th, January 5th, 12th, 19th, 26th, February 2nd, 9th, March 2nd, 19th, 16th, April 6th, 13th, 20th, 27th, May 4th, 11th, and 18th. This includes a total of 23 sessions for three hours a session from 9:00AM to 12:00PM. ELL students are grouped in two groups, based on their proficiency level on the NYSESLAT. They are taught by an ESL certified teacher and a certified content area teacher. Through a hands-on approach students increase their speaking, listening, reading and writing skills through an increased exposure to vocabulary. A program titled Reach from National Geographic Learning will be used to support students in reading and writing. The program is research based and is designed specifically for ELL students. Reach works to increase vocabulary, reinforce academic language, and increase interest in reading. The students work from a practice book, a student book, on teamwork activities and on their school laptops. All instruction will be in English.

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: PS 69X will provide professional development to all staff members who have direct contact with ELL students. This will include, administrators, guidance personnel, classroom teachers and out of classroom teachers. The ELL teacher's goal is to make sure that the entire staff becomes involved and knowledgeable about educational issues and strategies regarding ELL students. All teachers and paraprofessionals have received professional development on the Language Allocation Policy. Teachers will continue to receive site based professional development throughout the course of the year with the ESL pedagogue. During grade level meetings every Thursday from 2:30 until 3:20 and

Part C: Professional Development

on designated professional development days. Workshops are provided by the principal, assistant principal, literacy coach, math coach, literacy consultants and ESL pedagogue, during common planning and professional development days.

Book discussion groups will be formed in order to discuss and analyze the book *Strategies for Success with English Language Learners* by Virginia Pauline Rojas. Professional journals and articles will also be shared and discussed from various sources such as *Dialogue and Idiom* published by NYS TESOL and *TESOL Journal*. The strategies discussed in the literature will be implemented in the classroom. The effective strategies will be shared during the book groups, common prep time and during grade meeting in order to allow all ELLs to benefit from the best practices.

Part D: Parental Engagement Activities

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

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

Begin description here: PS69X parent involvement will include a parent orientation session in September. The parents of all newly enrolled ELL students are invited to attend. Besides this orientation, parents of all ELL students are invited to workshops throughout the year. These workshops are given in both English and Spanish in order to allow for understanding by all parents and guardians. Parents are notified of these workshops through letters home, posted notices and an electronic sign in front of the school and a phone messaging system. The letters and the notices are sent home and posted in English and Spanish. The Parent Association also posts these workshops on the Parent Association bulletin board in the main hallway. The workshops are run by the Parent Coordinator and translated by a bilingual pedagogue. The workshops are held twice a month, every other Tuesday at 8:30AM for about an hour and a half. The focus of the workshops ranges from a five week series on the Common Core State Standards entitled How to Help Workshop Series. There are also parent workshops on Literacy through Finance and Stress Relief. Once a month there is a workshop for the parents of pre-kindergarten students that focuses on child development.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		