



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: KINGS COLLEGE SCHOOL
DBN (i.e. 01M001): 10X094
Principal: DIANE DA PROCIDA
Principal Email: DDAPROC@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: LYNETTE GUSTAFERRO

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
Diane Da Procida	*Principal or Designee	
Valerie Dash	*UFT Chapter Leader or Designee	
Amalyn De La Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maryann Zahm	Member/ UFT Member	
Elva Diaz-Walters	Member/ UFT Member	
Teresa Cutler-Rosa	Member/ UFT Member	
Yahissa Baez	Member/ Parent Member	
Diana Parrilla-Alvarez	Member/ Parent Member	
Jaymire Hernandez	Member/ Parent Member	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 10X094

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1198	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.7%	% Attendance Rate			91.1%
% Free Lunch	89.5%	% Reduced Lunch			5.7%
% Limited English Proficient	30.6%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			18.3%
% Hispanic or Latino	65.4%	% Asian or Native Hawaiian/Pacific Islander			12.9%
% White	2.3%	% Multi-Racial			0.5%
Personnel (2012-13)					
Years Principal Assigned to School	7.35	# of Assistant Principals			5
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	2.1%	% Teaching Out of Certification			13.7%
% Teaching with Fewer Than 3 Years of Experience	35.8%	Average Teacher Absences			8.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.8%	Mathematics Performance at levels 3 & 4			13.1%
Science Performance at levels 3 & 4 (4th Grade)	63.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

TENET 2 - ELA

NYS 2013 ELA Test student progress analysis from the 2012-2013 NYC Progress Report showed:

- Median adjusted growth percentile 58% overall.
- Median adjusted growth percentile in lowest third 78%.
- 62.7 %of students receiving IEP services in Self-contained, ICT and/or SETTS made progress in the 75th percentile.
- 39.8% of students receiving ELL services made progress in the 75th percentile.
- 45.1% of students identified as performing in the lowest third citywide made progress in the 75th percentile.
- 48.2% of students of students in the lowest third citywide identified as Black/Hispanic made progress in the 75th percentile.

NYSESLAT 2013: student progress analysis from the 2012-2013 NYC Progress Report indicated 67.4% of English Language Learner students demonstrating progress.

DRA IN HOUSE READING ASSESSMENT PROGRESS ANALYSIS - Overall Student Population:

GRADE	FALL 2012	JUNE 2013	PROGRESS
Fifth Grade	33% DRA 50 and over (N=53)	33% DRA 60 and over (N=54) 23% DRA 50 and over (N=39)	Overall student proficiency in reading increased by 23%
Fourth Grade	23% DRA 40 and over (N=39)	25% DRA 50 and over (N=47) 15% DRA 40 and over (N=28)	Overall student proficiency increased by 17%.
Third Grade	38% DRA 30 and over (N=65)	23% DRA 40 and over (N=41) 24% DRA 38 (N=43)	Overall student proficiency increased by 9%.
Second Grade	22% DRA 20 and over (N=39)	26% DRA 30 and over (N=49) 18% DRA 28 (N=28)	Overall student proficiency increased by 22%
First Grade	23% DRA 6 and over (N=25)	23% DRA 20 and over (N=42) 29% DRA 16/18 (N=54)	Overall student proficiency increased by 29%
Kindergarten	Jan. 56% DRA2 and over (N= 123)	May 73% DRA3 (N=160) and over May 10% DRA2 (N=21)	Overall student proficiency in reading increased by 24%

DRA SUMMARY: All grades posted overall gains on the DRA this year. Teachers did note that since this year students were exposed more to non-fiction, there was a shift in answering author purpose on the higher levels of the DRA. Students were not as proficient answering this question. We are currently reviewing other evaluation options for 2013 – 2014. We need to locate screeners that evaluate for meaning and/or decoding in order to get a better sense of how to implement the RTI National expectations.

NYC DOE Literacy Performance Tasks Overall Student Population Progress Analysis

GRADE	FALL/WINTER PT Meeting/Exceeding	SPRING PT	PROGRESS
Fifth Grade	Zoochosis 65% (N=104)	Ecosystems 63% (N=92)	2% decrease in overall performance.
Fourth Grade	John Muir 8% (N=10)	Wellness in Schools 20% (N=34)	12% increase in overall performance.
Third Grade	Big Drinks 2%(N=6)	Sharks 35% (N=16)	33% increase in overall performance

Second Grade	Suburban Homes 76% (The rubric for this assessment was not as rigorous as the Spring PT.)	Endangered Animals 32% (N=64)	N/A
First Grade	Frogs 29% (N=48)	Tigers 64% (N=111)	35% increase in overall performance.
Kindergarten	Garden Helpers 30% (N=62)	Amazing Plants 66% (N= 143)	36% increase in overall performance

ELA PERFORMANCE TASK SUMMARY: Overall student proficiency increased across the grades as students became more proficient citing evidence from the text and media sources to justify their point of view in their writing. Fifth grade overall proficiency decreased however an analysis of student work indicated that students had a deeper understanding of the content and as a result were able to form stronger arguments

TENET 3-MATH

NYS 2013 MATH Test student progress analysis from the 2012-2013 NYC Progress Report showed:

- Median adjusted growth percentile 57% overall.
- Median adjusted growth percentile in lowest third, 70.5%.
- 55 % of students in receiving IEP services in Self-contained, ICT and/or SETTS made progress in the 75th percentile.
- 33.6% of students receiving ELL services made progress in the 75th percentile.
- 38.6% of students identified as performing in the lowest third citywide made progress in the 75th percentile.
- 42.5% of students of students in the lowest third citywide identified as Black/Hispanic made progress in the 75th percentile.

Math Performance Task Data

GRADE	FALL/WINTER PT Meeting/Exceeding	SPRING PT Meeting/Exceeding	PROGRESS
Fifth Grade	Skip the Movie : 49% (N=77)	Stuffed with Pizza 52% (N=85)	3% inc. in overall performance.
Fourth Grade	Class Line Up 26% (N= 46)	Farmer Fred 61% (N=85)	35% inc. in overall performance
Third Grade	Lots and Lots of Chocolate 25% (N=46)	Cookie Dough 50% (N=104)	25% inc. in overall performance
Second Grade	License Plate 40% (N=67)	Carols' Numbers 66% (N=116)	26% inc. in overall performance
First Grade	Max and Ruby 54% (N= 92)	Nina's Numbers 45% (N=75)	9% dec. in overall Performance.
Kindergarten	A New Necklace 62% (N=133)	Books on Shelves 58% (N=120)	4% dec. in overall performance

MATH PERFORMANCE TASK PROGRESS: Second, third and fourth grade posted the most significant gains on the performance tasks. Fifth grade posted slight gains. Kindergarten and first grade posted slight declines.

Kindergarten – Second Grade Internal Assessments Progress Analysis – EDM MATH Summary Assessments.

Grade	Baseline	Midline	End line
Kindergarten	28% scored Level 3 and 4 (n=61)	45% scored Level 3 and 4 (n=97) 54% scored Level 3 and 4 on the MATH Challenge Midline (N=25)	78% scored Level 3 and 4 (n=105) 65% scored Level 3 and 4 on MATH Challenge End line (N=57)
First Grade	80% scored Level 3 and 4 (n=128)	77% scored Level 3 and 4 (n=130)	63% scored Level 3 and 4 (n=103)
Second Grade	62% scored Level 3 and 4 (n=108)	57% scored Level 3 and 4 (n=91)	58% scored Level 3 and 4 (n=101)

MATH INTERNAL ASSESSMENT PROGRESS: Kindergarten students had the most significant gains on the assessments. First and second grade data indicate some decline however students still posted strong gains for overall student performance.

TENET 4-DANIELSON WORK

Summary of Progress: During the second half of the school year our administrative team worked with the office of Teacher Effectiveness to complete two cycles of observations with a Talent Coach. In the area of Domain 3B Questioning and Discussion

Techniques we were all calibrated for both visits. To increase teacher competency in this Domain we completed one cycle of Junior Great Books professional development with eleven classroom teachers on grades 3, 4 and 5. This fall we plan to conduct another cycle with an additional 15 teachers on the third – fifth grade level. For the second round of Teacher Effectiveness PD we went into two classes whose teachers had been trained in the program. Both teachers scored in the Effective range on the Danielson Rubric for 3B Questioning and Discussion Techniques. Pedagogues and administrative staff assigned to kindergarten and first grade conducted short cycles of observations and feedback using an inter-visitation process. The collaborative team discussed best practices and strategies to further expertise in 3B Questioning and Discussion Techniques.- Teachers in second grade continued to develop their expertise in this domain through the use of common planning time to develop questions designed to increase and deepen student discussions. Analysis of the spring round of literacy performance tasks for all grades indicated student work demonstrated greater understanding in citing evidence from both media and text sources to support statements and positions.

TENET 5- Positive Behavioral Intervention and Supports (PBIS) INITIATIVE

School Wide Information System (SWIS) Team Meetings: The team met weekly to discuss individual students and identify common areas of concern based on the SWIS data. Students who struggled with behavior were provided with additional supports in the Tier two and Tier three protocols. Classroom observations were conducted to chart student behavior in order to determine which protocols to use. We worked closely with our Occupational Therapists to address minor off task behavior that is significantly impacting time on task behavior. Students were provided with sensory seat cushions, fidget toys, and weighted vests that provide sensory calming effects enabling these students to remain on baseline. Individual behavior charts were developed used with STAR Ticket recognition for on task behavior for other students in the Tier Two protocol. The guidance team worked closely with our SAT to conduct Functional Behavior Assessments and Behavior Intervention Plans for those students who continue to demonstrate off baseline behaviors throughout the day in the Tier Three Protocol

PBIS School Wide: The Individual STAR Tickets recognition protocol was the next stage of the PBIS process. The Individual STAR Tickets recognition protocol roll-out took place the second half of the school year. Individual STAR Tickets were tied to individual student academic performance and on baseline behaviors. This initiative has been a huge success. The tickets were redeemed on Fridays by students for tangible items in the school store. Students also started to save the tickets until they accumulated more in order to redeem them for items of greater value. We continue to monitor this initiative and modify it as needed. The team attended the PBIS summit in June to share best practices and reflect on how to strengthen the system for the 2013- 2014 school year.

Describe the areas for improvement in your school's 12-13 SCEP.

TENET 2 ELA:

- Adoption and implementation of the NYCDOE recommended ReadyGen Program to strengthen our ELA curriculum and instruction with the goal of increasing student progress for all accountability groups on the NYS ELA 2014 State Test.

TENET 3 MATH

- Adoption and implementation of the NYCDOE recommended GoMath Program to strengthen our MATH curriculum and instruction with the goal of increasing student progress for all accountability groups on the NYS Math 2014 State Test.

TENET 4 TEACHER EVALUATION SYSTEM ALIGNED TO THE DANIELSON RUBRIC

- To conduct formal and informal observations with timely feedback using the Danielson **2013 Rubric, Adapted to New York Department of Education Framework for Teaching Components**. The goal of this initiative is to increase student academic achievement in all areas by improving teacher practice with timely feedback based on the Danielson Rubric.

TENET 5 PBIS

- **CICO** – To develop Check-in/Check-out Tier Two behavior and academic supports for those students identified through SWIS (School Wide Information System) as exhibiting off-baseline behaviors on a continuing basis and struggle academically as a result of these behaviors.
- To develop academic expectations for College and Careers Readiness and implement them through our PBIS STARS Program.
- To develop individual goal setting protocols using a template structure for literacy, and math for students in grades three through five and acknowledge meeting of goals through our PBIS STARS Program.

TENET 6 – FAMILY AND COMMUNITY ENGAGEMENT

- To develop school wide systems that provide parents with ongoing student specific information about student performance and progress and show how parents may support them at home.
- To continue to educate our families about how to support their children's learning at home to increase their child's academic success in school as well as their understanding of the critical academic behaviors needed for college and

career readiness.

- To continue to increase parent volunteer capacity by conducting another round of training and placement of Parent Learning Leaders in our school.
- To continue to partner with current and additional CBOs to bring much needed basic health services (i.e. vision, dental, medical, housing, and food) and enrichment activities.
- To continue and expand workshop opportunities and guest speaker presentations for our families based on needs assessments and popularity of previously conducted workshops.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

LARGE CLASS SIZE: Teacher to student ratio continues to be a challenge for us at P.S. 94x. The majority of our classes are at the contractual maximum permitted by the UFT contract. Teachers struggle with meeting the needs of all of our students based on the sheer number of students in each class.

STUDENT TURNOVER: We have a student turnover rate of 20% throughout the year. Many of our families move in and out of our community due to economic hardships. This poses another significant challenge because the students who newly enroll in grades one through five have academic needs in Tier 2 and Tier 3. There was limited time during the day to offer interventions in Tier 2 and Tier 3 with all the mandates that need to be taught. Reading Recovery was during the school day. Wilson Language System was provided during period 8 weekdays. SETTS is offered periods 6, 7 and 8 outside of core Math and Literacy instructional times, this impacted Social Studies, Science, Physical Education and Enrichment activities (Studios in a School.)

FUNDING FOR PROFESSIONAL DEVELOPMENT and TEACHER COMPENSATION for attending PD during NON-SCHOOL SESSION TIMES: One third of our classroom teachers have two or less years of experience. We provide teacher mentoring and PD opportunities throughout the year and over the summer with the goal of increasing teacher expertise in curriculum, instruction and school community. However we continue to struggle with adequately meeting this need due to lack of funding resources to compensate teachers for attending PD during non-school session times (weekends, and summers).

PROFESSIONAL DEVELOPMENT THAT NEEDED TO BE EXTENDED/Provided over the summer:

Wilson Training for Special Education Teachers was provided-one teacher attended.

New ELA Program (Ready Gen) professional development needed to be provided over the summer to all classroom teachers.

New Math Program (GoMath!) professional development needed to be provided over the summer for all classroom teachers.

Common Core aligned Math professional development was offered over the summer.

Common Core aligned ELA professional development was provided over the summer.

Junior Great Books Training needed to be provided for teachers in 2nd – 5th and was provided at the end of summer of 2013.

Reading Recovery: Additional three teachers enrolled and are attending year long Institute.

PROFESSIONAL DEVELOPMENT THAT NEEDED TO BE EXTENDED /not provided over the summer:

Foundations Language Training for all new K – 1 teachers.

Therapeutic Crisis Intervention PD needs to be provided for all new teachers and new paraprofessionals.

Wilson Language Training continues to need to be provided.

TIME and SHIFT IN ACADEMIC EXPECTATIONS: The length of our school day and year has not changed in at least 45 years yet the curriculum and instructional demands have. We need more time with our students in order to adequately cover all of the curriculum material and provide the Tier 2 and Tier 3 small and individual instruction needed for a large percentage of our students.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Overall student performance on the 2013 NYS ELA test will increase above 2.62- GOAL NOT MET.

By aligning our math curriculum with the Common Core Standards we will increase student PROFICIENCY LEVEL on the 2013 NYS Math Test above 2.81- GOAL NOT MET.

There will be an increase in teacher effectiveness using the Danielson Framework Questioning and Discussion Domain rubric as an informal observation tool- GOAL PARTIALLY MET.

In order to positively impact student outcomes through safety and respect and overall school culture and community, PS94 has fully implemented Universal PBIS this school year. - GOAL MET.

To develop and disseminate a Parent Survey in order to ascertain the types of workshops parents want to attend and schedule, promote and run the workshops. GOAL MET

Were all the goals within your school's 12-13 SCEP accomplished?

Yes	x	No
-----	---	----

If all the goals were not accomplished, provide an explanation.

ELA and MATH GOAL NOT MET: The shift to the Common Core State Standards and the alignment of the State Tests to these standards has posed a significant challenge to our students and staff. Both groups are in the process of learning new curriculum with more complex topics and concepts simultaneously. Many of our students struggle with basic skills acquisition. There was not enough time in the school day to adequately teach the more advance curriculum material due to the fact that students were still mastering the basic concepts needed to understand the more complex information. 50% of our students posted gains 75%

or greater on the ELA and Math State Tests in critical accountability groups. We are making progress and will continue to do so as we move forward for the 2013 -2014 school year

DANIELSON FRAMEWORK GOAL PARTIALLY MET: One third of our teachers have two or less years of teaching experience. They were mastering the fundamentals of classroom management, and learning the curriculums; this was the major focus for these teachers during the 2012 -2013 school year. They participated in the Danielson observation cycles and feedback sessions and improved their teacher practice in the Developing range with several scoring in the Effective range on the Danielson Rubric.

TARGETED PROFESSIONAL DEVELOPMENT FOR NEW TEACHERS: All new teachers attended common planning with experienced teachers and administrators weekly throughout the school year. Additionally all special education licensed teachers attended Therapeutic Crisis Intervention off –site professional development offered by District 75. New ESL teachers attended OELL professional development offered throughout the school year. New teachers also attended Junior Great Books professional development during the school year and during the summer of 2013. New special education teachers also received in school coaching by an SESIS.RSE.TASC Specialist. New teachers also received coaching from the UFT Coach specialist in house.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	Yes	x	No
--	------------	----------	-----------

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school’s 13-14 SCEP.

CLASS SIZE: We are at contractual class size limits on all grades with a high needs student population. Teachers are struggling with finding enough time in the school day to adequately provide the needed services in Tiers 2 and 3 due to class size.

SCHOOL DAY/YEAR TIME CONSTRAINTS: The curriculum demands exceed the school day time limits as well. Teachers need more time to effectively teach all of the subject matter required by the Common Core State Standards after school tutoring services are provided however, a large portion of our high need student population are not serviced for several reasons, one being, we do not have enough teachers who work afterschool, thereby limiting the number of students we are able to provide the service for. Additionally, many parents are not able or willing to have their students participate after school due to childcare issues and other personal matters.

PROFESSIONAL DEVELOPMENT THAT STILL NEEDS TO BE PROVIDED

Foundations Language Training for all new K – 1 teachers.

Therapeutic Crisis Intervention PD needs to be provided for all new teachers and new paraprofessionals.

Wilson Language Training continues to need to be provided.

ADEQUATE TIME FOR TIER 2 AND TIER 3 INTERVENTION: There is limited time during the day to offer interventions in Tier 2 and Tier 3 with all the mandates that need to be taught. Reading Recovery is now provided before and during the school day.

Wilson Language System is now provided before school and during period 8 weekdays. SETTS is offered periods 6, 7 and 8 outside of core math and literacy instructional times, this still impacts Social Studies, Science, Physical Education and Enrichment activities (Studios in a School.)

List the 13-14 student academic achievement targets for the identified sub-groups.

TENET 2 ELA

- The percentage of students receiving ELL services making progress in the 75th percentile will increase above the 39.8% on the 2014 NYS ELA State Test.
- The percentage of students identified as performing in the lowest third citywide making progress in the 75th percentile will increase above 45.1% on the 2014 NYS ELA State Test.
- The percentage of students in the lowest third citywide identified as Black/Hispanic making progress in the 75th percentile will increase above 48.2% on the 2014 NYS ELA State Test.

The percentage of students receiving IEP services in Self-contained, ICT and/or SETTS making progress in the 75th percentile will increase above the 62.7 % on the 2014 NYS ELA State Test.

TENET 3 MATH

- The percentage of students receiving IEP services in Self-contained, ICT and/or SETTS making progress in the 75th percentile will increase above 55% on the 2014 NYS Math State Test.
- The percentage of students receiving ELL services making progress in the 75th percentile will increase above 33.6% on the 2014 NYS Math State Test.
- The percentage of students identified as performing in the lowest third citywide making progress in the 75th percentile will increase above 38.6% on the 2014 NYS Math State Test.
- The percentage of students in the lowest third citywide identified as Black/Hispanic making progress in the 75th percentile will increase above 42.5% on the 2014 NYS Math State Test.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with staff at Common Planning meetings, faculty conferences, the daily Morning Message, emails and memos and letters.

School leaders will meet with the community at Parents Association meetings, school sponsored parent workshops and meetings, School leaders will also use the school website, (ps94x.org) a monthly calendar and School Messenger (school phone message system to communicate with our families.

Describe your theory of action at the core of your school’s SCEP.

- If our school community recognizes that all students are intrinsically motivated and capable of learning then we will work together to ensure the growth and development of productive, literate and responsible citizens.
- If we nurture all students by creating positive social, emotional, physical and intellectual environments that are developmentally appropriate based in standards driven instruction then our students will receive a high quality education empowering them to develop as effective leaders, learners and contributing members of our society.

Describe the strategy for executing your theory of action in your school's SCEP.

Implementation of Response to Intervention with increased fidelity.

Core Instructional Program:

- Adoption and implementation of the NYC DOE recommended ReadyGen literacy program, whose scope and sequence are aligned to the Common Core ELA Learning Standards.
- Broader implementation of the Junior Great Books Program to include all grades in second through fifth grade. Junior Great Books program uses the Socratic Method of discussion using high quality narrative stories.
- Adoption and implementation of the NYC DOE recommended GoMath! Mathematics program, whose scope and sequence are aligned to the Common Core Mathematics Learning Standards.

Development of Increasingly Intense Levels of Intervention based on individual student needs.

- Small group targeted instruction to address substandard progress of individual students during literacy and math blocks.
- Continued implementation of Wilson Language Program to address substandard progress of individual students in reading, grades three through five.
- Continued implementation of Foundations Language Program to address substandard progress of individual students in reading, grades kindergarten – second grade.
- Expansion of Reading Recovery in First Grade to address substandard progress of individual students in reading.

Social Emotional Initiative

- Full implementation of PBI S to support social emotional growth and development and address individual student needs based on SWIS data.

Building Organizational Structures and Supports

- Adoption and implementation of the ADVANCE Teacher Evaluation System to support increased teacher effectiveness.
- Professional development to support learning and implementation of the GoMath!, ReadyGen and Junior Great Books Programs.
- Professional development to support implementation of Tier 2 and Tier 3 interventions both academic and behavioral.
- Organization of grade level cohorts with aligned cluster and lunch periods to facilitate teacher team collaboration, planning, analysis of student work products.
- Continued collaboration and expansion of Community Based Organization partnerships to support extra-curricular activities for students and provide resources and additional supports for parents/guardians.
- UFT Center Coach and ongoing partnership with Bronx Borough UFT Center to consistently support teachers in all areas of the curriculum and the Danielson Framework.

List the key elements and other unique characteristics of your school's SCEP.

Core Instructional Program:

- Classroom Common Branch are responsible for Tier One Core instruction based on Common Core State Standards in Literacy and Math.
- UFT Coach is responsible for providing and arranging for professional development for all grades in core subject areas.
- School administrators are responsible for supervising core instruction teachers and arranging for professional development to support areas in need of growth and extension.
- Social Studies cluster teacher is responsible for developing social studies pacing calendar and developing NYS standards based assessments for third through fifth grade classes.
- Science cluster teacher is responsible for developing science pacing calendar and developing NYS standards based assessments for third through fifth grade classes.
- K- 2 Classroom teacher teams are responsible for develop Science and Social Studies pacing calendars and developing NYS standards based assessments for their respective grades.
- Physical Education/Health Cluster teachers are responsible for developing pacing calendars and assessments for physical education and health education units based on NYS Standards. .

- ESL Push-in and Pull-out teachers are responsible for providing ELL mandated services to all ELL students throughout the school year.

Development of Increasingly Intense Levels of Intervention based on individual student needs.

- All teachers are responsible for working with Tier One identified at-risk students during AM Extended Day 8:00 – 8:37am Mondays, Tuesdays and Wednesdays throughout the school year.
- Reading Recovery Teachers are responsible for working with Tier Two first grade students during AM Extended Day and throughout the day during throughout the school year.
- Wilson Certified Special education teachers are responsible for providing Tier Two services to students identified as struggling with phonemic coding skills.
- Self-Contained classroom Special Education teachers are responsible for Core instruction based on Common Core State Standards in Literacy and Math for identified mandated students.
- Special Education ICT teachers are responsible for core instruction based on Common Core State Standards in Literacy and Math for identified mandated students.
- Special Education ICT teachers are responsible for additional mandated core instruction in literacy and math.
- School administrators are responsible for supervising all assigned teachers to ensure mandates are met.

Social Emotional Initiative

- PBIS Cluster teachers are responsible for attending and providing professional development to all staff on PBIS school-wide initiatives, revising lessons and developing additional activities as needed.
- Classroom teachers are responsible for teaching and reinforcing STAR behaviors both behavioral and academic.
- PBIS Cluster teachers are responsible for reinforcing STAR behaviors both behavioral and academic.
- PBIS/SWIS team: PBIS Clusters, school administrators, guidance counselors are responsible for reviewing SWIS data on a weekly basis to identify problem areas, develop and implement intervention strategies, monitor fidelity of program and make adjustments as needed, recognition events (assemblies, award certificates, PBIS School Store, additional professional development as needed.)
- School administrators are responsible for supervising the program, monitoring fidelity and recommending program adjustments as needed.

Building Organizational Structures and Supports

- Building administrators are responsible for implementation of Advance Teacher Evaluation system, providing professional development on specific components of the program as needed and ensuring that all mandates are met.
- UFT Center Coach with the support of the District level UFT Center will provide professional development to support learning and implementation of Danielson Framework to support teacher development.
- UFT Teacher Center Coach and administrators will schedule GoMath!, ReadyGen and Junior Great Books professional development, administrators will supervise its implementation. .
- Professional development to support implementation of Tier Two and Tier Three interventions both academic and behavioral will be scheduled and supervised by building administrators.
- Organization of grade level cohorts with aligned cluster and lunch periods to facilitate teacher team collaboration, planning, analysis of student work products will be organized and supervised by building administrators.
- Continued collaboration and expansion of Community Based Organization partnerships to support extra-curricular activities for students and provide resources and additional supports for parents/guardians will be sought out and facilitated by guidance counselors, parent coordinator, administrators and as applicable all teachers.

Resources for all Initiatives Outlined Above

- Will be administered by UFT Coach, and all administrators.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- During the summer of 2013 school administrators and classroom teachers attended introductory professional development sessions for GoMath and ReadyGen Programs.
- All second grade and remaining third through fifth grade teachers who were not previously trained in Junior Great Books Program participated in this professional development over the summer.
- All administrators responsible for supervising teachers participated in multiple professional development sessions to calibrate Danielson observations, and provide feedback last year and continue this work this year.
- Teachers attend weekly common planning meetings with administrative staff and the UFT Coach to continue to unpack and learn the new curriculums, debrief about the week's lessons, share best practices,
- Building administrative schedule facilitates time for consistent classroom observations and feedback sessions during the week.
- Weekly scheduled meetings: Administrative Cabinet, Grade Level Child Study, 201 Review, SWIS/PBIS, Guidance, Grade Level Common Planning,
- Network affiliation with Teaching Matters provides additional curriculum support in literacy and math

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The Quality Review found that the principal effectively aligns resources to support instructional goals resulting in improved student achievement. (1.3)							
Review Type:	NYCDOE Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	2.2 School leader's vision	x	2.3 Systems and structures for school development
x	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
•	To adopt and implement the NYCDOE recommended ReadyGen Program to strengthen 10x094's ELA curriculum and instruction with the goal of increasing student progress for all accountability groups on the NYS ELA State 2013 Test above the median adjusted growth percentile of 58%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
1.	Strategies/activities that encompass the needs of identified subgroups
1.	The ELA Curriculum we will be using is the CCLS aligned scope and sequence of the ReadyGen program this year. Administrators, UFT Coach and grade level teachers will modify the curriculum components as needed based on students' performance on pre and post assessments. By June 2014 the following will be accomplished: During the 2013-2014 school year, the vision of the School Leadership is to provide the support to increase the student overall progress.. Each grade will be divided into grade level cohorts. All teachers within a specific cohort share the same preparation periods to facilitate teacher team planning and review of student performance levels in each cohort. ESL teachers will push-in and/or pull-out to provide instructional support aligned to the CCLS instructional units of study for Intermediate and Advanced Level ELL students. AM Extended Day small group academic services will target students in the lower quartiles (Levels 1 and 2). Literacy focused enrichment will also be provided for students in the higher quartiles (Levels 3 and 4). RTI services will be customized to provide small group intervention support based on substandard performance levels. Evidence of small group differentiated instruction during the literacy block will be closely monitored by administration using informal observations. Student progress will be tracked using multiple measures throughout the school year with built in progress monitoring check in ReadyGen, Foundations End of Unit Tests (Grade K), administration of DRA four times a year, and the use of Acuity Interim and Predictive Assessments. Teachers and students, Grades 3 through 5, will develop individual goals based on their individual performance levels. Teachers will meet with administrators to analyze and discuss student progress. Students who are not moving along the performance continuum will be identified and targeted for more intense remediation. The School Leadership will share with the School Community steps to be taken for our students to reach proficiency levels on the 2014 NYS ELA Test through the School Leadership Team, Parent Association, Parent Coordinator and Parent Teacher Conferences.
2.	Tier 2 and Tier 3 RTI services will be used to provide small group instruction using research based programs on each grade level: Guided Reading: Kindergarten – Fifth grade Foundations Language Program – Kindergarten – Second Grade Reading Recovery – First Grade Wilson Language Program – Third – Fifth Grade
2.	Key personnel and other resources used to implement each strategy/activity
1.	Purchase of ReadyGen Program for all classes on all grades.
2.	Classroom IEP and ESL teachers will plan collaboratively and implement the ReadyGen program. Said teachers will also monitor student progress and make program adjustments accordingly.

3. Classroom, IEP and ESL teachers all grades implementation of guided reading for targeted small group instruction.
4. Classroom teachers, IEP, ESL teachers grades K – 2 implementation of Foundations Language Program small group targeted instruction.
5. ESL, IEP and AIS teachers implement Reading Recovery with first grade students 1:1 ratio.
6. Administrative staff will supervise and evaluate teachers during classroom instruction, review of plan books, use of student performance data in developing targeted small group intervention and progress monitoring.
7. UFT Center Coach will provide expertise in developing pacing calendars, reviewing program components with teachers to develop lesson plans and modify the program components based on student performance levels.
8. Kindergarten – second grade classroom teachers will use AM Extended Day to provide targeted small group lessons using guided reading and/or Foundations Language Program to remediate substandard student performance in reading.
9. Kindergarten through fifth grade classroom teachers will use guided reading to provide targeted small group lessons to remediate substandard student performance in reading.
10. Wilson Trained teachers will provide small group targeted instruction using the Wilson Language Program for struggling to break the code in grades three through five.

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

1. Administration of the DRA four times a year for students reading below grade level.
2. Pre and post assessments in ReadyGen Program designed to assess student understanding of reading and writing skills and strategies.

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

1. October 2013 – June 2014.

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

1. Purchase of resources to support ReadyGen Program, Wilson Program, Foundations Program, and Reading Recovery Program.
2. Allocation of funds to hire teachers and provide professional development as applicable for teachers to teach the above programs.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

3.4 Continue to design systems and structures that communicate the school's high expectations to all constituents in order to ensure all members of the school community are accountable for student achievement. Align assessments to curricula, use on-going assessment and grading practices, and analyze information on students learning to adjust instructional decisions at team and classroom levels.

Review Type:	NYCDOE Quality Review	Year:	2013	Page Number:	7	HEDI Rating:	Developing
---------------------	-----------------------	--------------	------	---------------------	---	---------------------	------------

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- To adopt and implement the NYCDOE recommended GoMath Program with the goal of strengthening 10x094's MATH curriculum and instruction to increase student progress for all accountability groups on the NYS Math State 2014 Test above the median growth percentile of 57%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

The Math Curriculum we will be using this year is the CCLS aligned scope and sequence of the Go Math Program . Administrators, UFT Coach and grade level teachers will modify the curriculum components as needed based on the students' performance on quick checks and pre and post-test unit assessments. Classes on each grade have been divided into Cohort groups to facilitate teacher planning and ongoing collaboration. All teachers within in a specific cohort share the same preparation periods to facilitate this process. The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes. RTI services will be customized to provide small group intervention support and mandated IEP services based on student need. AM Extended Day academic services will target students in the lowest third percentile.

- Teachers will work in teams to plan math lessons using the GoMath Program and student performance data. Go Math pacing calendars will be aligned to the Common Core State Standards for all grades. Set times are established during each week to practice developing fluency with basic facts in grades first through fifth using Go Math games, drills and timed progress monitoring tools . Go Math quick checks, pre and post unit tests will be used to monitor student progress. Teachers will meet to analyze student performance on the assessments and identify those who are not mastering specific skills. Intervention plans for those students involving small group instruction during the math block as well as during AM Extended day will be developed and implemented. Go Math baseline results, fall performance task and initial basic math facts performance results will be used for beginning of year individualized goal setting for students in grades three through five.

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

- Classroom, IEP, ESL and AIS teachers will be used to implement the GoMath Program.
- Administrative staff will supervise all teachers by conducting observations, providing timely feedback, attending common planning meetings, conducting 1:1 teacher meetings to review student performance data and assist with developing next steps.

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

- Quick checks, pre and post assessments built into the GoMath Program will be used to monitor student progress, conduct small group targeted instruction and modify the program as the year progresses in grades kindergarten – fifth.
- Periodic assessments in grades three through five in math will be used for this [purpose as well.

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

- September 2013 – June 2014.- All classroom, IEP, ESL and AIS teachers assigned will use the GoMath Program components to teach math to all students in grades kindergarten to fifth grade. Small group instruction during the school day math block and AM Extended Day periods 8:00 – 8:37am Mondays, Tuesdays and Wednesdays will be used to provide targeted intervention for those students consistently scoring Level 2 or below on Math assessments and classwork.

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

- Purchase of GoMath Program for all classes on all grades in the school.
- Allocation of funds to hire teachers to teach the program, participate in professional development and collaborative planning.
- Additional materials will include web-based math computer programs, and teacher made materials to reinforce/re-teach concepts students are struggling with.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
--	---------------	--	---------------	--	--	----------	-----------------------

	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.

Review Type:	NYCDOE Quality Review	Year:	2013	Page Number:	7	HEDI Rating:	Proficient
---------------------	-----------------------	--------------	------	---------------------	---	---------------------	------------

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- Grade level assigned administrators will conduct formal and informal observations with timely feedback using the Danielson **2013 Rubric, Adapted to New York Department of Education Framework for Teaching Components** to improve teacher practice from developing to the effective range.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

All teachers will be observed and provided feedback this year using the Danielson 2013 Rubric Adapted to NYC DOE Framework for Teaching Components. Frequent informal observations coupled with specific feedback will support teacher development and improve teacher effectiveness over the course of the year. Grade level administrators and the Principal will conduct these observations.

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

- The Principal and grade level assigned Assistant Principals will conduct observations and provide feedback using the Danielson 2013 Rubric Adapted to NYC DOE Framework for Teaching Components.
- All teachers with teaching assignments will be observed.
- NYCDOE Talent Coach will work with administrators to support calibration and development of teacher feedback.

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

- Teachers will be observed throughout the year using the Danielson 2013 Rubric Adapted to NYC DOE Framework for Teaching Components. Increase in teacher effectiveness will be documented using low inference notes to record student interactions that demonstrate increased levels of understanding in core subjects. To evaluate progress student to student interactions, specific teacher feedback resulting in an increased understanding of content matter, use of tier two vocabulary in oral and written work, increased performance levels on assessments, teacher/supervisor discussions around student performance and documented evidence of increased proficiency levels will be used.

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

- September 2013 – June 2014.

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

- Designated administrative supervision of buildings to facilitate the observation and feedback process for all administrators assigned.

- Talent Coach visits with administrators to develop best practices.
- Ongoing professional development for teachers in the Danielson Rubric to be conducted throughout the year.

Budget and Resource Alignment

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

PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		x		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them. The school's focus on Positive Behavior Intervention Systems and their decision to center on classroom environments to support student personal behaviors ensures students respect one another and are aware of "STAR behavior." However, systems that communicate high expectations to promote student academic behaviors and support them in creating plans to cultivate these behaviors is not yet a fully developed part of the school's culture. As a result, there are missed opportunities for students or students to practice behaviors that prepares them for the next level.

Review Type:	NYCDOE Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	Developing
---------------------	-----------------------	--------------	------	---------------------	---	---------------------	------------

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- Student academic behaviors for College and Careers Readiness will be demonstrated by increase understanding of content material in literacy, math social studies and science reflected in written assignments, class discussions, and performance on formative and summative assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Full implementation of the internationally-recognized PBIS program has supported student social and emotional developmental health. Our school culture has been defined by a standard set of behavioral expectations for both staff and students which has created greater consistency in discipline measures as well as providing social/emotional support to needy students by administrations, teachers, guidance, PBIS clusters, and Learning Leaders. School-wide values have been established and defined in our school acronym: STARS (Safety, Teamwork, Always Responsible, Respect, Self-Control).
- All staff receive STARBUCKS and STARS Tickets to award worthy students throughout the school day. Students are regularly acknowledged with STARBUCKS when meeting school-wide expectations. Classes that earn 30 STARBUCKS receive their choice of a class party. Students who set and reach individual goals are recognized with STARS Tickets which they use to shop in our School Store. Students who make progress in their Behavior Intervention Plans (BIPs) earn STARS Tickets. PBIS Booster assemblies occur four times a year to reinforce school-wide expectations. Classes are formally recognized at PBIS Assemblies to foster

continued appreciation of desired behaviors. Students are recognized at PBIS Assemblies with Citizenship Awards; students are nominated by staff for exemplary STARS behavior and their picture is posted on a STARS Bulletin Board..

3. Connecting our STARS Tickets program to College and Careers Readiness was accomplished by a new set of academic expectations created for Kindergarten through Fifth Grades. These academic expectations were rolled-out to the faculty and students in November during school-wide assemblies. Students in Grades Three through Five will use Goal-Setting Templates to record the progress they make towards their goals. As students reach academic goals, they will be acknowledged with STARS Tickets which they can use to shop in the School Store. At PBIS Booster Assemblies, individual students are recognized for academic achievements in the areas of Reading, Writing, Math, Science, Social Studies, Art, Music, Technology, and Physical Education.
4. We track individual student behavior problems through SWIS (School-Wide Information System). Minor and Major incident forms are regularly entered into the SWIS system for review at weekly SWIS meetings. The team analyzes student incident data and identifies students, types of problem behaviors, and areas of the building that need to be monitored more closely for intervention. Guidance and Administrators receive copies of SWIS Reports on a weekly basis. Three staff members are responsible for data input.
5. PS94 staffs a SAVE Room with a full-time teacher which functions as an additional support for students to gain insight into their behavior.
6. A Peer Mediation Program assists students in solving conflicts peacefully.
7. Student "Clubs" have been established to increase student connections to school: Young Runners, STARS Spirit Squad, Student Council, Peer Mediation, Anti-Bullying.
8. CICO (Check-in Check-Out) Intervention system for targeting Tier 2 students is being implemented to further support students having behavioral and/or academic problems. Supported by staff volunteers and organized by a staff member, students will choose a staff member to connect with at the beginning and end of each school day to reinforce goals for the day and to track progress through a point system. STARS Tickets are earned when students meet their goals.
9. School compacts have been developed to define the roles of students, families and staff in student education.
10. Parent workshops are held to provide caregivers with an understanding of the school-wide STARS behavior and academic expectations. We encourage families to implement positive reinforcement strategies at home.

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

6. PBIS Team which consists of Principal, 3 Guidance Counselors, Save Room teacher, 2 PBIS Clusters, Peer Mediator Advisor
7. PBIS Team which consists of Principal, 3 Guidance Counselors, Save Room teacher, 2 PBIS Clusters, Peer Mediator Advisor
8. PBIS Team which consists of Principal, 3 Guidance Counselors, Save Room teacher, 2 PBIS Clusters, Peer Mediator Advisor; School Leadership Team
9. PBIS Team consists of Principal, 3 Guidance Counselors, Save Room teacher, 2 PBIS Clusters, Peer Mediator Advisor
10. Full-time teachers
11. Staff Volunteers, Guidance Counselors and Coordinator
12. School Leadership Team
13. Parent Coordinator, School Leadership Team, Parents/Teachers Association

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

1. PBIS Self-Assessment Survey by staff completed annually; SWIS data
2. Tracking of number of STABUCKS class parties; Tracking of number of STARS Tickets given to staff
3. Use of Goal Setting Templates in classrooms.
4. Minor and Major incident forms are regularly entered into the SWIS system for review at weekly SWIS meetings. The team analyzes student incident data and identifies students, types of problem behaviors, and areas of the building that need to be monitored more closely for intervention. Guidance and Administrators receive copies of SWIS Reports on a weekly basis. Three staff members are responsible for data input.
5. PS94 staffs a SAVE Room with a full-time teacher which functions as an additional support for students to gain insight into their behavior.
6. Number of referrals
7. Number of student participants
8. Number of students meeting daily goals
9. Attendance at workshops

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

1. September 2013-June 2014 school year

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

1. Two PBIS Cluster teachers with programs designed to support the administrative side of the PBIS Program (SWIS data input, analysis and meetings, publication, dissemination and posting of support structure materials, development and running of PBIS Assemblies, etc.)

2. Enrollment and use of Student Wide Information System to record and analyze student off-baseline behavior.
3. Weekly SWIS Meetings (includes PBIS teachers, SAVE Room Teacher, all guidance counselors and the Principal) to discuss student behavior based on SWIS data and identify next steps.
4. Daily acknowledgment of STAR academic and behavioral expectations demonstrated by students with STARBUCKS and STAR tickets.
5. Four times a school year STAR academic recognition with certificates and STAR Tickets.
6. Class celebrations when a class has achieved the targeted number of STARBUCKS .
7. School Store: Weekly opening hours of School Store for students to redeem STAR tickets for tangible items.
8. Photo recognition of classes who have achieved celebrations.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs			x	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to design systems and structures that communicate the school's high expectations to all constituents in order to ensure all members of the school community are accountable for student achievement.

Review Type:	NYCDOE Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	developing
---------------------	-----------------------	--------------	------	---------------------	---	---------------------	------------

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers in fourth and fifth grade will conduct extended parent teacher conferences with families of students identified as at-risk of failing to communicate student's current level of performance, the intervention efforts provided in school to address student academic needs and strategies that maybe done at home to additionally support the student.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Extended parent teacher conferences to provide extended time for teachers to discuss student performance and specific plans for increasing achievement including strategies that may be used at home with parents/guardians.
2. Development of student database with standardized and in-house assessment data to monitor and track student progress school wide.

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

1. Administrators, guidance counselors and teachers in grades four and five.
2. Parent Coordinator and School Leadership Team.
3. Parents were surveyed in spring 2013 to ascertain the types of workshops they would like to attend. Workshops and activities that were well-attended the previous year and approved by parents to implement in fall 2013 are up and running, with each workshop included in the school-wide calendar. They are: Cool Schools Culture Pass Program, Nutrition Workshop Series, Cook Shop for Families, Learning Leaders Training, Common Core Learning Standards and How Parents Can Help Their Child at Home, Child Abuse Prevention, Making the Transition to Middle School, Develop Your Young Reader, How to Help Your Child Prepare for the New York State Exams, Writing From the Start; Saturday Family Workshops, Multiplication and Division, Introductory Computers for Parents, Homework Help, Parent and Student Book Making Series, Ridgewood Banking Program, Dental Screening Program (Kindergarten and First Grades), Annual Spelling Bee, and TIGER Day. The results of the spring 2013 Parent Survey will be used to schedule and run additional workshops during the 2013-2014 school year. Title I Parent Involvement funds will be used to provide workshop series during the school day. Title III Parent Involvement funds will be used to provide parent workshops and parent/student workshops on Saturdays. A Citizens Committee for New York City Grant will provide Arts Workshops for parents and students.

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

1. Documented parent/guardian participation in extended parent teacher conferences.
2. Documented evidence of student development and achievement of academic goals in grades three through five.

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

1. November 2013 – June 2014.

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

1. Data Specialist to maintain school database of standardized and in-house assessments.
2. Scheduling teacher and when applicable guidance and administrative time to meet with parents/guardians to discuss student progress and instructional plan.
3. Maintaining open hours at Family Center.
4. Scheduling and holding workshops for families based on spring 2013 survey and high interest for previously attended workshops.
5. Conduct Learning Leaders Training and placement of Learning Leader Volunteers in school
6. Running student special events to promote academic success and achievement, i.e. fall Spelling Bee, Tiger Day, Robin Hood Library yearlong Reading Challenge
7. Continue to partner with CBOs and continuously seek out additional partnerships to support our school community.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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>Wilson taught in small groups to students in Third through Fifth Grade during AM Extended Day and regular school day.</p> <p>Fundations taught whole-group during the school day to Kindergarten students. It is also taught in small groups to students in Kindergarten through Third Grade during AM Extended Day and regular school day.</p> <p>ReadyGen taught whole-group during the school day to students in Kindergarten through Fifth Grade utilizing Close Reading and scaffolding methodology. It is also taught one-to-one and in small groups to ELL's and Students with Disabilities in all grades.</p> <p>Guided Reading Methodology using leveled text resources is taught in small groups during AM Extended Day and regular school day to students in Kindergarten through Fifth Grade.</p> <p>Reading Recovery Program is taught one-to-one to First Graders in half-hour sessions, five days per week during AM Extended Day and regular school day.</p> <p>Guided Writing Methodology using graphic organizers, spelling support structures, and structured paper types is taught during AM Extended Day and regular school day to students in Kindergarten through Fifth Grade.</p>	<p>Small group instruction One-to-one instruction</p>	<p>AM Extended Day During the school day After-school Program</p>

	Reading and Writing strategies are taught one-to-one and in small group tutoring sessions in a three-month After-school program for students in Third to Fifth Grades.		
Mathematics	<p>GoMath reinforcement activities and games are used in small groups to students in Kindergarten through Fifth Grades during AM Extended Day and regular school day.</p> <p>Math strategies are taught one-to-one and in small group tutoring sessions in a three-month After-school program for students in Third to Fifth Grades.</p>	<p>Small group instruction</p> <p>One-to-one instruction</p>	<p>AM Extended Day</p> <p>During the school day</p> <p>After-School Program</p>
Science	FOSS Science Investigation Series is used one-to-one and in small group instruction during science program implementation during regular school day for students in Kindergarten through Fifth Grades.	<p>Small group instruction</p> <p>One-to-one instruction</p>	During the school day
Social Studies	One-to-one and small group instruction conducted during lessons in social studies during the school day to students in Kindergarten through Fifth Grades	<p>Small group instruction</p> <p>One-to-one instruction</p>	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-to-one and small group lessons are conducted during the school day to students in Kindergarten through Fifth Grades. PBIS methods and strategies are used as well as peer mediation techniques. Parent support is provided; outside agencies are recommended when needed; counselor will meet with parents to offer suggestions and provide guidance	<p>Small group instruction</p> <p>One-to-one instruction</p>	During the school day

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

11. 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"> • New teachers are mentored by experienced teachers in our school. In addition to this, grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT coach. Teachers share best practices, School wide staff meetings are held to solicit teacher feedback for establishment of classroom expectations and the reinforcement of behavioral expectations in common areas. Teachers also attend professional development offsite during the summer.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>NYCDOE Talent Coach will work with school administrators during the school year to continue calibration of rating low inference notes and developing feedback.</p> <p>As applicable teachers will attend:</p> <ul style="list-style-type: none"> • Ready Gen and GoMath Professional development sessions off-site. • ELL Professional development series offered by the Office of English Language Learners. • Special Education professional development series offered by the NYC DOE. • Teaching Matters Network Specialists work with teacher teams in house to continue to strengthen the Math and ELA curriculum using the GoMath! , ReadyGen, Junior Great Books and other Common Core aligned resources. • District 75 RTI and TCI workshops to continue to implement PBIS with fidelity. • Teacher Team Meetings and classroom inter-visitations to share and observe best practices. • SETRC will also provide professional development sessions for our Paraprofessionals to develop teaching aide strategies and skills.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Students in Temporary Housing Funding: School supplies will be purchased and replenished throughout the year for these identified students. Parent Coordinator will continue to maintain updated Community Support agencies that provide additional resources for these families.</p> <p>Violence Prevention Funding will be used to provide Before and Afterschool Programming with homework help and small group enrichment activities.</p> <p>Title One funds will be used to staff UFT Coach position, partially staff PBIS cluster position and administrative staff who provide professional development.</p> <p>Title One Priority funds will be used to fund an F-Status teacher to work with our overage students and maintain our CiCo (Check-in and Check-out) protocol, purchase Rosetta Stone user licenses for student enrolled in our school who are recently arrived immigrants. The web based program will be used before and afterschool by these students. Afterschool Small Group instruction will be run for students in grades three through five during the months January through April 2014. This funding will also be used to purchase the resources needed for the afterschool program.</p> <p>Title III funds will be used to run an afterschool program for English Language Learner students in first and second grade to strengthen student skills in English language acquisition.</p> <p>Parent Involvement Title One, and Title One Priority funds will be used to provide Learning Leader Training, arrange and hold parent workshops based on surveyed parent interests, run Saturday Family Academy to provide enrichment activities for families to work together.</p> <p>Title III Parent Involvement funds will be used to provide workshops for families of English Language Learner students based</p>

on Parent survey interest.

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.).

Open House sessions will be conducted in the spring for all families who have enrolled in Kindergarten for the 2014 – 2015 school year. Open House activities will include classroom observation of instruction, teacher presentations of Kindergarten curriculum and its alignment to the Common Core Learning Standards, overview of Parent Involvement activities conducted during the 2013 -2014 school year, and activities with resources families may participate in to support their child’s academic and social emotional development at home.

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.

School wide student assessments used this year are built into the Common Core Learning Standards aligned literacy (ReadyGen and Junior Great Books), and math (GoMath!) These assessments include pre and post- tests, and quick checks for understanding and performance tasks. Teacher teams will work collaboratively to decide which assessments and quick checks to administer based on student progress. Kindergarten through third grade students will also participate in the NYCDOE Literacy Performance Task fall Assessment. Students in third grade will participate in a Math Performance Task fall Assessment. The Developmental Reading Assessment (DRA) will be administered to all students in grades Kindergarten through fifth to monitor student progress. NYCDOE Interim and Predicative assessments will be administered to students in grades three to five in the fall of 2013 and spring of 2014.

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).

Parent Involvement General Expectations

P.S. 94x – Kings College School agrees to implement the following statutory requirements:

- P.S. 94x will put into operation programs, activities, and procedures for the involvement of parents consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 94x will ensure that the required school-level parental involvement policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school community compact consistent with Section 1118(d) of the ESEA.
- P.S. 94x will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, we will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative formats, upon request, and, to the extent practicable, in a language parents understand.
- P.S. 94X will involve the parents of children served in Title I, Part A programs and decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 94X will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

As defined in Section 9101(32) of the No Child Left Behind Act, the term “parental involvement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

1. that parents play an integral role in assisting their child’s learning
2. that parents are encouraged to be actively involved in their child’s education at school
3. that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child
4. the carrying out of other activities, such as those described in Section 1118.

For additional resources, parents may contact the New York State Parent Information and Resource Centers (<http://www.nyspirc.org>).

Description of How P.S. 94x – Kings College School will Implement Required Parent Involvement Policy Component

1. P.S. 94x will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:

The Parent Teacher Association Executive Board will meet with the Principal once a month. The needs of the parents are assessed by survey each year. An Overview Curriculum Guide is sent out every month to update parents on the focus of each curriculum area of instruction. A monthly calendar is sent out to inform parents of assemblies, parent meetings, etc. and posted on our website. Class trips are posted on the school website calendar. Parent workshop offerings are sent out regularly to parents. The School Community Bulletin Board is also used to publicize events in multiple languages. There is also a school Website that translates into Spanish and Bengali when parents select the language. A Parent Messenger phone system is also used to notify parents of significant events and their child’s attendance. The service is provided in English and Spanish.

2. P.S. 94x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The P.S. 94x Parent Teacher Association Executive Board is a part of the School Leadership Team. Parents are notified by letter and at an annual meeting of school academic standing according to the New York State Department of Education.

3. P.S. 94x 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:

The Parent Teacher Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents to publicize school events, address parent concerns and serve as a liaison between the school and the parents. School Assessment Team, School Counselors, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through Child Study Meetings, Individual Education Plans [IEPs], Parent-Teacher meetings, and Parent-Teacher Conferences.

4. P.S. 94x will coordinate and integrate Title I parental involvement strategies through the following programs:

- Learning Leaders Parent Workshop Series
- Robin Hood Library Open Access
- Learning Leaders Parent Volunteers Program
- CookShop for Families Workshop Series

We engage parents in the following ways:

- Family Center run by our Parent Coordinator:
 - a) Supports families in our school community by providing translation services, introductions to key staff members at the school, and contacts to agencies and support services at school and in the community.
 - b) Plans and runs workshops based on parent survey selections.
 - c) Organizes parent volunteers to support various school events.
 - d) Serves as a hub for families to meet informally before, during and after school.
- School Leadership Team:
 - a) Parents are active participants on the School Leadership Team.
- Parent Teachers Association:
 - a) Monthly meetings.
 - b) Meeting topics include curriculum, testing, planning and running fund raisers, special events for parents, and families.
 - c) Our Parents Association also helps us out with fundraising for our Community Service Project and Fifth Grade Activities.

5. P.S. 94x 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 minority background). P.S. 94x will use the findings of the evaluation about its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

P.S. 94x will conduct a parent survey each year. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings.

6. P.S. 94x 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:

- P.S. 94x will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. State's academic content standards.
 - ii. State's student academic achievement standards.
 - iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- P.S. 94x will provide materials and workshops 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:
 - i. Offering workshops on parent selected topics throughout the year as well as informational meetings regarding curriculum (Meet & Greet; Open School Weeks), articulation (Grade 4 and Grade 5 Parent Meetings) and preschool entry (Kindergarten Open House).
 - ii. Maintaining on-line programs with access at home to One More Story, Reading A-Z, Award on-line Reading Program, New York Public Library, myON Reader, GOMath, BrainPop, BrainPop Jr., myON Reader online reading website, etc.
 - iii. The school library maintains Open Access hours for parents every day.
 - iv. A monthly calendar along with follow-up flyers is regularly distributed to inform parents of upcoming events and school activities.
 - v. A school website provides a wealth of information for parents and students to use.
- P.S. 94x with the assistance of its parents will6, educate its teachers, pupil personnel services, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:
 - i. Parents are informed of school activities via the school website, monthly school wide calendars, follow-up flyers, School Messenger Service, parent letters and alerts from the administration and from the teachers.
- P.S. 94x will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - i. P.S. 94x collaborates with the Mosholu Montefiore Center which runs a community preschool program.
 - ii. In June, the school hosts an Open House for in-coming kindergarten children and their families which provide an opportunity for the preschool families to meet with our school community.
- P.S. 94x 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 practicable, in a language the parents can understand.
 - i. Parent notices are backpacked.

- ii. Notices are posted at main door entrances and School Community Bulletin boards.
- iii. Translations of information in other languages are made by school staff, NYC Translation Unit, “Google Translate” and outside contracted agencies.
- iv. Parents are contacted by phone as the need arises.
- v. The school website and school messenger are also utilized.

7. Community Engagement

- **Partnerships:**

- P.S. 94x Parent Teachers Association
- OST Programs – Montefiore Medical Community Center - All Grades
 - i. After School Program
 - ii. Summer Away Day Camp- Summer of 2013 K – 4
- PENCIL (Principal for A Day)
- Learning Leaders
 - i. Montefiore Medical Center Partnership
 - ii. P.S. 94x Parents Group
- Pennies for Patients Community Service (National Leukemia and Lymphoma Society)
- SAFE Touches Program (New York Society for the Prevention of Child Abuse)
- Modell’s Team Weeks Fundraising
- Box Tops for Education Fundraising
- Food Bank of the City of New York
- Health First
- Ridgewood Savings Bank (Grades 1, 2 and 3)
- Lehman College Art Gallery Residency
- Guidance Interns
- Student Teachers
- First Book.org
- NYPL Mosholu Branch
- Arts Horizons
- Studios In a School
- Boy Scouts

- **Grants:**

- Robin Hood Library Grant:
 - i. Provides instruction and resources aligned to the school curriculum
 - ii. Provides Open Access hours for students and their families before and after school, ongoing purchase of resources aligned to DOE and State instructional initiatives
 - iii. Yearlong Reading Challenge Competition - Grades 2 – 5
 - iv. Second Grade Reading Challenge and Tiger Day Event
 - v. Book Fairs
 - vi. Parent Workshops
- Council Grants from Councilman Oliver Koppell
 - i. Recess Enhancement Program (REP) provides recess activities twice a week for the school during lunch recess
 - ii. SMARTBOARDS for the Main Building classrooms
 - iii. Classroom laptops for all fifth grade classes
- Citizens Committee for New York City—Unity NYC Grant
- New York State Council for the Arts Grant creating literacy based murals for the Annex walls
- Donors Choose Grants for teacher projects- 20 teachers funded to date.
- Library Parents as Partners Grant Spring 2013 for our K and 1 families

The following programs are provided to our parents over a series of weeks.

- Introduction To Computers
- Learning Leaders Training

The following Enrichment Programs take place all school year and are activities provided to our students.

- Peer Mediation in Grades 3, 4, and 5 which supports students in resolving disputes peacefully
- Peer Mentoring in Grades 2 and 3 mentored by students in Grade 5.
- Student Council in Grades 3, 4 and 5
 - Governed by student voted peers
 - Supports Community Service Initiatives
 - Fifth Grade students assist with planning Fifth Grade Spirit Week
- Cool Culture Pass for Grade K
- CookShop Classroom for Grades K and 1
- Studios in a School for Grades 2, 3 and 4
- STEP Team
- STARS Spirit Squad (Cheerleading Team)
- Technology AM Program
- A – Z Learning a home and school web-based literacy program
- myON Reader – a home and school web-based literacy program

The following Enrichment Activities take place over a series of weeks during the school year and are activities provided to our students.

- Robin Hood Second Grade Reading Challenge and TIGER Day Celebration (which involves our parents)
- Robin Hood Yearlong Reading Challenge for Grades 2 – 5
- Spelling Bee Competition for Grades 4 and 5
- Math Fact Competition for Grades 3 – 5
- School-wide Book Fairs in the Fall, Winter and Spring
- Spring Talent Show (IDOL)
- Literacy Academic Intervention Programs: Wilson, FOUNDATIONS,
- Reading Recovery
- GO Math small groups
- Parent Workshops
- Monthly Calendar Activities
- At-risk student counseling groups
- PBIS STARBUCKS: a whole class acknowledgement system
- PBIS STARS TICKETS: an individual student acknowledgement system

The School Parent Involvement Policy was developed jointly with, and agreed upon by parents of children participating in Title I, Part A programs. The Policy is distributed yearly to all parents in November at Parent-Teacher Conferences and is posted on the school website

The School-Parent Compact: READING for College and Careers Readiness

School's Pledge: We agree to

- Teach our students to read
- Foster a love of reading by engaging students in meaningful discussions about their reading
- Pledge to provide materials and opportunities to read in school
- Assign and monitor reading homework
- Provide additional support to students who are struggling
- Provide parents/guardians and students with test preparation strategies that can be practiced at home
- Celebrate our successes in reading
- Share the joy of reading

Parents'/Guardians' Pledge: We agree to

- Encourage our children to read by taking them to places where they can read
- Read together with them and/or read to them
- Monitor our children's reading habits by talking to them about what they have read
- Help our children prepare for standardized tests
- Use our school's website to access reading resources
- Attend family workshops at school
- Share my joy of reading with my family

Student's Pledge: I agree to

- Go to the library and read
- Read with my family at home and at the library
- Practice understanding what I am reading by discussing what I read with others
- Complete assigned books that I begin
- Read a wide variety of reading materials
- Read during silent sustained reading and every evening at home.
- Read at least the minimum number of books by fulfilling The PS 94 KINGS COLLEGE SCHOOL standard of at least 30 books during the school year.
- Demonstrate evidence of reading assignments that meet or exceed the Common Core Standard.
- To broaden and deepen comprehension levels using related activities/lessons
- Use our school's website to access reading resources
- Share my joy of reading with my family

The School-Parent Compact: WRITING for College and Careers Readiness

School's Pledge: We agree to

- Teach our students to write in all genres
- Foster a love of writing by engaging students in meaningful discussions about their writing
- Pledge to provide materials and opportunities to write in school
- Assign and monitor writing homework every night
- Provide additional support to students who are struggling
- Monitor writing homework
- Provide parents/guardians and students with test preparation strategies that can be practiced at home
- Celebrate our successes in writing
- Share our joy of writing

Parents'/Guardians' Pledge: We agree to

- Encourage our children to write by reading their work and encouraging them
- Write with our children
- Monitor our children's writing habits by talking to them about what they have written
- Help our children prepare for standardized tests

- Attend family workshops at school
- Share our joy of writing

Student's Pledge: I agree to

- Write and revise my work
- Practice understanding what I am writing by discussing what I wrote with others
- Complete writing assignments
- Write in a wide variety of genre
- Write every evening
- Proofread my work and my peer's work when we are partnering
- Demonstrate evidence of writing assignments that meet or exceed the Common Core standards
- Broaden and deepen my ability to produce quality written work by using related resources, activities/lessons
- Share my joy of writing with my family

The School-Parent Compact: MATHEMATICS for College and Careers Readiness

School's Pledge: We agree to

- Teach students according to Common Core Math Standards
- Assign and monitor math homework on a daily basis
- Provide additional support to students who are struggling
- Celebrate our math successes
- Monitor homework
- Practice different math strategies with our students
- Provide parents/guardians and students with test prep strategies that can be practiced at home
- Share our joy of math

Parents' /Guardians' Pledge: We agree to

- Expose our children to opportunities that will allow them to practice math skills
- Be actively involved with our children's homework assignments, math projects, etc.
- Help reinforce math concepts at home
- Help our children prepare for standardized tests
- Attend family workshops at school
- Share my joy of math

Student's Pledge: I agree to

- Participate in all math activities in school
- Learn and use math vocabulary and concepts at school and in my everyday life
- Ask for help when I need it
- Complete homework assignments
- Practice my basic facts until I know them by heart
- Study for all assessments
- Share my joy of math

The School-Parent Compact: SOCIAL STUDIES for College and Careers Readiness

School's Pledge: We agree to

- Teach students according to State Social Studies standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our social studies successes
- Provide social studies expectations at the beginning of the year

Parents/Guardian's Pledge: We agree to

- Help reinforce social studies concepts at home
- Help our children prepare for tests
- Be actively involved in children's homework assignments and social studies projects
- Expose our children to opportunities that will allow them to use research skills

- Allow our children to watch at least 15 minutes of World News / CNN at least once a week to keep them current in the news of the World

Student's Pledge: I agree to

- Follow the social studies class rules/ expectations
- Try my best and participate in social studies projects.
- Ask for help when I need it
- Participate and complete all task in class

The School-Parent Compact: SCIENCE for College and Careers Readiness

School's Pledge: We agree to

- Teach students according to science standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our science successes
- Practice different scientific thinking processes

Parents'/Guardians' Pledge: We agree to

- Help reinforce science concepts at home
- Help our children prepare for standardized tests
- Be actively involved in children's homework assignments and science projects
- Expose our children to opportunities that will allow them to practice science skills

Student's Pledge: I agree to

- Be prepared (Science notebook, Science folder, sharpened pencil)
- Follow the science class rules
- Try my best and participate in all science investigations
- Ask for help when I need it

The School-Parent Compact: TECHNOLOGY for College and Careers Readiness

School's Pledge: We agree to

- Teach students according to the NYS Technology Standards basic operations and concepts
- Improve student learning through technology
- Develop technology skills in keyboarding, writing, researching, creating presentations, graphics
- Expand student technology skills using a variety of applications both on and off line

Parents'/Guardians' Pledge: We agree to

- Help reinforce student learning through technology by accessing the Computer Lab Wiki through the school website www.ps94x.org
- Help our children prepare for standardized tests using online web based school literacy and math subscriptions provided through the school website
- Regularly access the 'For Parent' and 'For Student' sections of the school website
- Expose our children to opportunities that will allow them to practice technology skills

Student's Pledge: I agree to

- Be prepared (Computer folder, sharpened pencil)
- Follow the Computer Lab Expectations
- Try my best, participate and complete all Technology/Computer Lab activities
- Ask for help when needed

The School-Parent Compact: PHYSICAL/HEALTH EDUCATION for College and Careers Readiness

School's Pledge: We agree to

- Provide our students with the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities and maintain personal health
- Equip our students with the knowledge necessary to create and maintain personal health

- Teach our students how to manage their personal and community resources

Parents'/Guardians' Pledge: We agree to

- Send my child to school with appropriate attire for physical education/Creative Dance Movement
- Review and discuss health and nutrition materials with my child
- Discuss with my child the importance of physical education/Creative Dance Movement
- Support the school by participating in school sponsored Field Day physical activities

Student's Pledge: I agree to

- Enter and leave the gym in line as described by my instructor
- Walk and sit on my floor spot as described by my instructor
- Stop, look and listen when I hear the whistle
- Always show good sportsmanship
- Come dressed and prepared for physical activities

The School-Parent Compact: The ARTS for College and Careers Readiness

School's Pledge: We agree to

- Expose students to experiences in the Arts as outlined in the New York City Benchmarks for the Visual Arts
- Allow students to exercise their imagination through exploration of art materials
- Expose students to a variety of the best art materials and techniques
- Foster a love and appreciation of Art by displaying our students' work in our school
- Celebrate creativity by allowing students to give meaning to their experiences through drawing
- Study and honor the art history of our culture and the culture of others

Parents'/Guardians' Pledge: We agree to

- Celebrate our child's Artwork when they bring it home
- Display our child's artwork in our homes
- Encourage our children to talk to us about their artwork

Student's Pledge: I agree to

- Take my Artwork home to show my family
- Always try my best especially when a new material or experience is given to me
- Complete my Art projects
- Use my time in Art wisely
- Express my experiences through Art

The School-Parent Compact: EXPECTATIONS FOR COMMUNITY LIVING for College and Careers Readiness

Safety Teamwork Always Responsible Respectful Self-control

School's Pledge: We agree to

- Treat our students with respect
- Implement character education school wide
- Implement PBIS (Positive Behavior Intervention and Supports) school wide
- Celebrate positive citizenship
- Set clear expectations for appropriate school behavior as embodied by STARS
- Provide peer mediation to assist students in resolving disagreements peacefully with peers
- Inform parents when students engage in inappropriate conduct
- Partner with the parents in building a mutually respectful, nurturing learning environment

Parents'/Guardians' Pledge: We agree to

- Be a positive role model for my child
- Inform the school of problems that might interfere with my child's learning
- Meet with the school if there is a problem that needs to be resolved
- Assist my child in peaceful conflict resolution
- Be actively involved in my child's education by supporting the school's activities

- Partner with the school community in building a mutually respectful, nurturing learning environment
- Provide school uniforms and ensure that my child wears it daily

Student's Pledge: I agree to

- Abide by the STARS school wide behavior expectations
- Respect myself, my school community, and others
- Resolve disagreements peacefully
- Try my best and work my hardest
- Wear my uniform daily

The School-Parent Compact: COMMUNICATION for College and Careers Readiness

School's Pledge: We agree to

- Inform parents of students' progress
- Distribute e-chalk email addresses of staff members
- Hold two Parent/Teacher Conferences, one each school semester
- Hold a "Meet and Greet," at the beginning of each school year
- Hold an "Open House," for incoming kindergarten students and their families
- Respond to inquiries in a timely fashion
- Use School Messenger and our website for communicating scheduled events and attendance information
- Provide information regarding our State status, report cards, Quality Review and Principal's Performance Review
- Provide progress reports on individual students upon request of a parent/guardian
- Provide periodic curriculum overviews to parents
- Send home monthly calendar of events
- Send home announcements in a timely fashion.

Parents'/Guardians' Pledge: We agree to

- Provide updated contact information on blue emergency card and notify main office in writing
- Provide updated contact information to classroom teachers
- Provide email and telephone numbers
- Respond to school inquiries in a timely fashion
- Sign and return documents sent home by the school in a timely fashion
- Read documents sent home by the school
- Attend school functions pertaining to my child
- Listen to my children.

Students Pledge: I agree to

- Give information sent home by the school to my parents/guardians
- Inform my parents/guardians of school functions.

The School-Parent Compact: ACADEMIC EXPECTATIONS for College and Careers Readiness

The Road to Success for Grades K, 1, 2 and 3

Safety

- We will use materials correctly
- We will wear our uniforms
- We will keep our minds and bodies healthy
- We will behave like **STARS**

Teamwork

- We will participate in class
- We will work together and share ideas
- We will encourage one another
- We will consider all sides of a problem
- We will be active listeners until it's our turn

Always Responsible

- We will come to school ready to learn
- We will get a full night's rest
- We will eat breakfast (at home or PS94)

- We will arrive on time and stay all day
- We will come to school everyday

Respect

- We will take on challenges
- We will set and meet our goals
- We will use our time well
- We will begin our work right away
- We will get our work done on time
- We will appreciate different ideas

Self-Control

- We will stay focused
- We will keep trying
- We will always do our best
- We will ask for help when needed

The Road to Success for Grades 4 and 5

Safety

- Use materials as intended
- Dress for Success - Wear uniform everyday
- Practice healthy habits
- Follow the **STARS** behavior expectations

Teamwork

- Participate
- Work cooperatively and share ideas
- Encourage one another
- Consider all sides of a problem
- Be an active listener until recognized to speak

Always Responsible

- Be ready to learn
- Get a full night's rest
- Eat breakfast everyday (at home or PS 94)
- Arrive on time and remain for the entire day
- Come to school everyday

Respect

- Take on challenges and set goals
- Use your time effectively
- Begin homework, projects and assignments right away
- Complete homework, projects and assignments on time
- Appreciate different beliefs, ideas and opinions

Self-Control

- Stay focused
- Persevere
- Challenge yourself
- Always do your best
- Ask for help

..

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

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

**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 10	Borough Bronx	School Number 094
School Name The Kings College School		

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 Diane DaProcida	Assistant Principal Frank Lucerna
Coach Aleris Quinones	Coach type here
ESL Teacher Rosalee Choniuk	Guidance Counselor Lucy Rivera
Teacher/Subject Area Susan Caico/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Miriam Seminario
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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1198	Total number of ELLs	360	ELLs as share of total student population (%)	30.05%
--	-------------	----------------------	------------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	0	0	0								3
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	5	5	5	5	5	5								30
self-contained	0	0	0	1	0	0								1
Total	6	6	6	6	5	5	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	360	Newcomers (ELLs receiving service 0-3 years)	242	ELL Students with Disabilities	
SIFE	0	ELLs receiving service 4-6 years	115	Long-Term (completed 6+ years)	3

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	74	0	16	0	0	0	0	0	0	74
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	168	0	20	115	0	29	3	0	1	286
Total	242	0	36	115	0	29	3	0	1	360
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish	25	19	28	0	0	0								72
SELECT ONE														0
SELECT ONE														0
TOTAL	25	19	28	0	72									

*EP=English proficient student

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

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	50	47	60	33	54	40	0	0	0	0	0	0	0	284
Chinese	2	2	1	0	1	0	0	0	0	0	0	0	0	6
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	5	13	8	3	3	4	0	0	0	0	0	0	0	36
Urdu	1	1	2	1	0	2	0	0	0	0	0	0	0	7
Arabic	0	0	1	1	3	3	0	0	0	0	0	0	0	8
Haitian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
French	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	0	7	1	4	3	0	0	0	0	0	0	0	17
TOTAL	61	63	79	39	66	52	0	360						

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)														0

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

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	35	8	0	0	43
4	38	5	0	0	43
5	30	4	1	0	35
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	6	16	0	2	0	0	0	46
4	33	7	9	0	2	0	0	0	51
5	25	12	3	0	0	0	0	0	40
6									0
7									0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12	7	20	0	12	0	0	0	51
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.

We use the DRA to assess the early literacy skills of our ELLs (K-5). Our newcomer ELL students have limited vocabulary and language skills in both their native language as well as English. Orally and in writing they communicate in simple sentences. We have created vocabulary development strategies in all content areas as well as literacy within the Ready Gen program that also encompasses the scaffolded strategies handbook. We have expanded the model vertically in all grades. ESL teachers use total body response activities, visuals, graphic organizers, and cooperative learning activities to broaden the verbal and written language of all our students. With our current implementation of the Ready Gen program vocabulary expansion, questioning strategies and language extension activities are utilized with all of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students score higher on the listening and speaking portion of the NYSESLAT rather than the reading and writing portion. Additionally, our students stall at the intermediate and advanced levels in the upper grades of the NYSESLAT. The patterns observed across the NYSESLAT modalities have impacted our instruction. We are tailoring our strategies to take into account the academic needs of our ELLs in reading and writing. Students are paired with more proficient learners in cooperative groups. Additional visual aids and graphic organizers are provided that assist students in responding to a text in broader more in depth ways. Vocabulary expansion activities are provided to students throughout the day including strategies such as "chunking", "turn and talk" and close reading. Our findings reveal that our beginners on the LAB-R K-5 show very limited English proficiency in the areas of comprehension skills and letter sound/recognition. In addition, in grades 1-5 there is a low level of proficiency in the domain of reading and writing; not only the English component but in their native language Spanish as well. The intermediate and advanced level students lack in the area of background knowledge, content, vocabulary and grammatical structures which hinder their ability to pass the test. Lack of formal education results in a high number of upper grade beginner level ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the patterns mentioned above, the data drives instruction to offer additional support in the areas of reading and writing in addition to what additional support services our ELL students can benefit from. As of October 2013, the RNMR is not available on ATS.

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?

Based on these patterns students in the upper grades are stalling at the concrete level of reading proficiency in grades 3,4, and 5. ESL instruction for intermediate and advanced learners is focused on expanding student understanding of academic vocabulary and the use of this vocabulary in oral and written form. During regular classroom instruction teachers use small group reinforcement activities that provide additional visual support and strengthen oral language incorporating concepts being taught in the classroom. Teachers incorporate higher level thinking questioning where students must demonstrate understanding of content through explanation, demonstration and discussion. ESL instruction in the lower grades for intermediate and advanced students focuses on expanding oral language development using highly engaging read alouds, shared reading and guided reading texts. Students then work with graphic organizers to build and structure sentences in a variety of ways. During regular instruction in the lower grades, a greater emphasis is being placed on expanding the prior knowledge of students through cooperative learning activities. We are not using periodic ELL assessments.

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](#).)

Within the RtI framework, tier 2 and tier 3 students receive intervention from additional support staff utilizing the Reading Recovery program as well as the Wilson Reading and Foundations programs. Additionally beginning December 2013, our beginner ELLs (gr. 3-5) will begin the Rosetta Stone Language Learning Program. Push-in, explicit instruction is provided across all grade levels.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We ensure the students' second language development is considered in our instructional decisions when purchasing, if applicable,

materials in their native language. Also, teachers provide native language support when possible. Through the use of scaffolded, differentiated instruction, visuals, graphic organizers, glossaries a child's second language development is supported.

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?

N/A

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

We evaluate the success of our ELL programs based on the number of ELLs who are able to advance their proficiency levels on the NYSESLAT as well as pass the ELA in the upper grades. As a result, we use the DRA as a measure of students progress from the beginning of the year to the end. Our goal with the DRA is move all students as to align them to grade level expectations providing interventions for those who are identified as tier 2 according to the RtI model. We noticed that we need to expose and prepare our first year test taking ELLs (3rd grade) to testing procedure and format, in order to increase their overall performance as compared to grades 4 and 5 who are more familiarized with these state exams.

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 registration two of our ESL pedagogues have set aside time for registration on a rotation basis throughout the year. The parent is greeted by the licensed ESL teacher in the main office where the HLIS (in their native language when applicable) is administered and parent is interviewed, including child. Our licensed ESL pedagogues are able to translate/interview as needed in Spanish. The parent is also informed of the purpose of HLIS and next steps based on results in their native language. Based on the language ratio results, if language is other than English, the child is given the LAB-R within ten days as mandated including Spanish LAB for those identified as Spanish speakers. Spanish LAB is administered to the native Spanish speakers if they do not pass the LAB-R to determine if they would benefit from a bilingual setting.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If students are identified as an ELL, parents are invited to attend a parent orientation through a formal invite letter provided in their home language. At the orientation parents are welcomed, explained the purpose and importance of orientation and given choices such as TBE, DL, and ESL offered for ELLs. They then watch the DOE video which also explains the program choices. Afterwards, they are given a program selection form, in their home language, where they are asked to choose their preferred program. The meeting is conducted by the ESL teacher and parent coordinator following an agenda. Bilingual translators in Spanish and Bengali (given that these are our predominant language groups) are present. Besides an orientation invite parents receive phone call reminders from the parent coordinator. Currently the parent orientations are scheduled periodically to address the new admits. Results from the parent orientation are later analyzed, inputted within ELPC screen (ATS) and provided to grade supervisors for program determination purposes.
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](#)].)
Translated entitlement letters (placement and continuation) that notify parents of the child's proficiency level and their entitlement to federally mandated program choices are sent home with a signature request tear off. Tear offs are returned/collected by ESL staff to ensure parents are informed of child's placement and to inform that the only way to exit program is by passing the

NYSESLAT exam in the spring. These tear offs are organized in envelopes and cross referenced by grade specified class lists (ROCL) to confirm their return. If tear offs are not returned, subsequent requests are sent home again until returned. Entitlement letters for the current school year are organized and filed within the ESL office. At the parent orientation, the parent survey and program selection forms are collected, copied and filed also within the ESL office. Originals are filed within the students' cumulative folders.

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.
At the orientation, we strive to provide translation in the native language whenever possible. Once parent selection forms are reviewed, results are sent to grade supervisor to determine placement of student based on program choice. Also, Spanish LAB results are taken into consideration for bilingual placement purposes. In addition, program placement is confirmed through phone call or school letter and placement letter for new admits.
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.
All four components of NYSESLAT exam are given based on a time framed test schedule and student list created by coordinator from ATS (RLER) and entitlement list to ensure all students are tested. These exams are administered by qualified staff after receiving proper training for each component. Upon noticing student's absences, parents are notified by phone stating the importance of their presence for these exams. Further actions are taken if necessary.
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. 
Based on 2011-2012 school year, there was an indication of a higher interest for ESL classes for Kindergarten. (80% of parents were interested in ESL). For those who requested bilingual classes, they were given their option resulting in one Kindergarten bilingual class as well as one first grade. In 2012-2013, the trend continued resulting in a Kindergarten, first and second grade bilingual class. For those newcomers in the upper grades (3,4,and 5), bilingual choice was not granted since there is no bilingual program currently offered in the upper grades. Therefore, those parents were given their second choice, ESL.. We had two self-contained ESL certified classrooms. Currently, in the 2013-2014 school year, bilingual is offered in grades K, 1 and 2. We have one grade 3 self-contained ESL classroom. Grades 4 and 5 receive ESL push-in instruction.

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])?

Regarding instructional models, we have:

Transitional Bilingual- One Kindergarten, one first and one second grade class that receive all day instruction from a licensed bilingual teacher. The Kindergarten and second grade classes are bilingual CTT classes, taught by licensed bilingual and special ed. teachers who co-teach literacy and math. Within our transitional bilingual program, the majority of ELLs are of beginner and intermediate levels, therefore receive their mandated native language support of 60 percent within areas of literacy and math. In science and social studies content areas, about 40 percent is taught in English language with a linguistic summary at the end of each lesson. As students become more advanced in the English language teachers differentiate and offer more English language support. Our Go Math Program within TBE is delivered in Spanish, their native language along with program materials in Spanish as support. Lessons are differentiated with an emphasis on vocabulary and critical thinking skills through the use of manipulatives, cooperative learning activities /groups, and games that reinforce concepts taught. Our coach regularly attends math workshops specifically geared toward ELLs and how to better support classroom teachers in their instruction. For our science program, our school utilizes the Foss Program which incorporates content vocabulary and hands-on experiments to better facilitate learning. For science and social studies, content is instructed in the English language using ESL strategies such as realia, visuals and various techniques to assist them in learning the material. Students are given a linguistic summary at the end of each lesson. In science and social studies, picture dictionaries are utilized and quizzes/materials are differentiated to ensure that content is aligned with standards.

Native language instruction includes themes and activities that are academically challenging. The instruction incorporates challenging work that develops cognition and utilizes higher order thinking skills. Our 140 minute daily common core literacy block addresses the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. The components of the literacy block are: read aloud, shared reading, guided reading, independent reading, word study and writers' workshop. ELL students will continue to learn content area in their native language with adequate support provided for English language development. Students in bilingual classes will receive a minimum of 360 minutes instruction in native language arts. ELLs will receive a minimum of 180 minutes instruction in English as a Second Language. Our students will be assessed using DRAs, informal reading running records, writing baselines, math performance assessments.

Freestanding English as a Second Language- ESL Push-In Model- six licensed ESL teachers who service ELLs daily using a push-in model for all K-5 beginner, intermediate, advanced, long term ELLs and ELLs with SWD. There are approximately seven classes per grade. Within each class there are mixed proficiencies of ELLs to be serviced.

Also, we have one self-contained third grade ESL classroom.

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)?

Within our transitional bilingual classes they initially receive 80% instruction in their native language and gradually it

decreases as their English increases. Native language support is utilized when necessary and beginner, intermediate and advanced receive 45 minutes daily of native language arts instruction. We use Las Cartillas in grades K-1 bilingual for Spanish native language instruction. In addition, ESL/ELA component is implemented with beginners and intermediates receiving 360 minutes per week and advanced receiving 180 minutes per week.

Self-Contained ESL where ELLs receive their mandated minutes in the classroom by dually licensed pedagogues. All organizational models, including self-contained ESL contain ELL groups that are grouped heterogeneously. All content areas are taught through scaffolded ESL instruction. All our program models, including bilingual and ESL, utilize strategies from the sheltered instruction observation protocol (SIOP) method. Including daily targeting of explicit language and content objectives within lessons. Our ELLs are instructed using whole group instruction that incorporates scaffolding. An instructional focus is development of vocabulary within content areas utilizing tools/techniques such as: word wall, four corners, flash cards, graphic organizers and pictionary. Cooperative learning techniques are implemented as well as pairing students by levels.

ESL push-in model- including ELL sub-groups (SIFE, newcomers, long term ELLs and special ed.) - Students within the subgroups are invited to an extended day where they receive small group instruction to assist them in obtaining language proficiency. Daily scaffolding is key to our instructional program. Some of these techniques such as KWL charts, word banks, graphic organizers, and vocabulary development (visuals) are implemented to assist their literacy skills. These students are introduced and familiarized with standardized testing formats by deconstructing/constructing passages (chunking), jigsaw, questioning, using context clues, note taking, understanding of concepts of text questions such as: compare/contrast, main idea, and making inferences. In addition, when possible, our students receive additional support through small group instruction targeting content through vocabulary activities, visuals, TPR, realia, scaffolding, modeling and oral language development through targeted conversational activities. Also, when possible, hands on and manipulatives are incorporated as well as technology (smartboard activities, computer software such as Imagine Learning, One More Story, Raz Kids and Starfall, GoMath component).

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.

Our science curriculum is hands on and inquiry based, Foss. Our social studies cluster teacher aligns lessons with grade curriculum incorporating appropriate, cooperative learning activities. To facilitate learning, smartboard activities such as Brainpop are utilized. Also, content areas are embedded within the Ready Gen program that we utilize. Currently, this year we have initiated the GoMath program.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Within our Go Math program students are assessed in their native language only in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs are evaluated within the four modalities of English acquisition utilizing DRA, informal/formal assessments and classroom lesson activities such as group discussion, reading comprehension and writing baselines.
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).

In order to differentiate instruction for our newcomer ELLs we implement scaffolded instruction which includes a buddy system that pairs them with a student that, when feasible, speaks their native language. We use a variety of strategies that include: visuals, TPR, hands on activities and cooperative learning. We also are implementing the Rosetta Stone program as well as inviting them to extended day for small group, explicit instruction to facilitate language acquisition. For our ELLs who are 4-6 or long term we are implementing RTI support for them with push in and pull out services that are provided by licensed pedagogues who target the literacy skills for these students. Our former ELLs continue to receive scaffolded instruction as well as test accommodations.

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?

We utilize the Smartboard in order to scaffold content to our ELLs - SWDs. We also incorporate cooperative learning groups and buddy systems, listening centers, technology based programs are utilized to assist with content learning. In addition, visuals, vocabulary expansion activities and graphic organizers, along with questioning techniques are incorporated to make content

comprehensible.

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?

ESL staff attends grade level common planning weekly meetings to offer input on lessons and provide suggestions in differentiation/scaffolding so students may achieve their IEP goals. At these meetings, scaffolding strategies are discussed as well as lesson plan differentiation. Additionally, classes are grouped into cohorts that stream across the grade. New programs within literacy and math are Ready Gen and GoMath that guide teachers in making teaching more effective.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

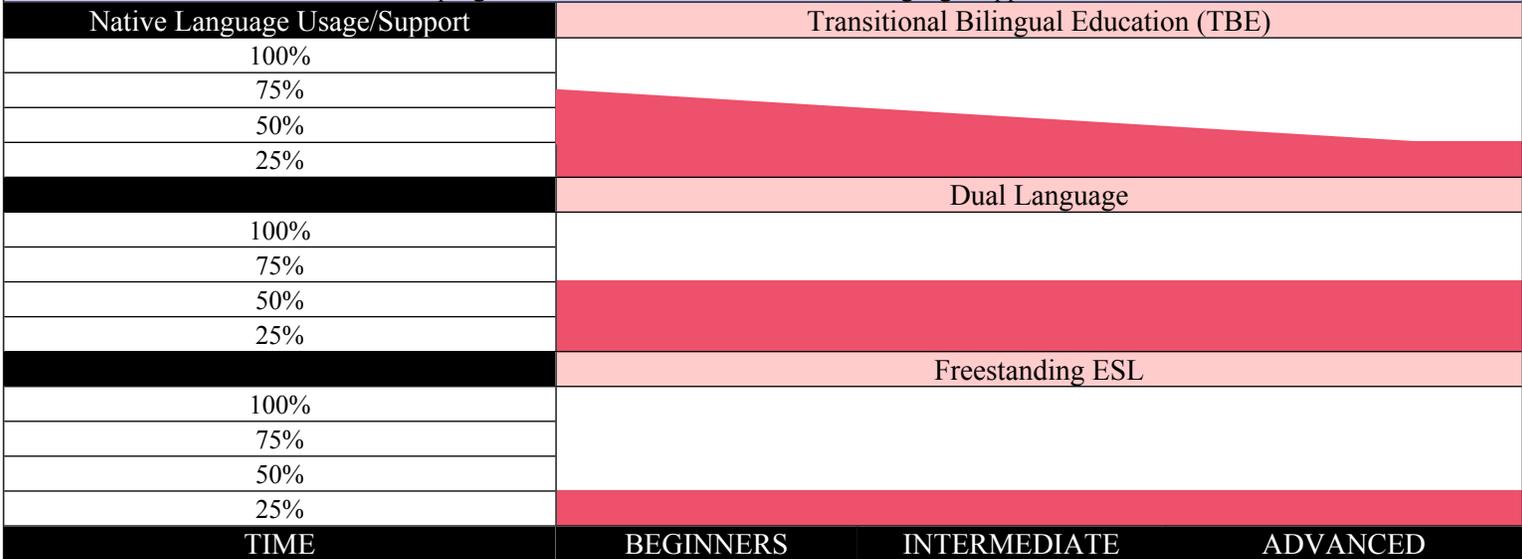
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.
- Our targeted intervention programs for ELLs include Wilson Reading, Foundations, Reading Recovery, out of classroom push-in RtI support teachers that provide small group explicit instruction. Ready Gen and GoMath programs use differentiated small group explicit lessons encompassing vocabulary and RtI model. In addition, targeted intervention occurs during extended day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL push-in model is aligned with the Common Core State Standards and classroom teachers content objectives while focusing on language objective to enhance English proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- Currently, we have implemented GoMath and Ready Gen for the 2013-2014 school year. Also Rosetta Stone will be utilized for our newcomer ELLs.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are included in all our programs such as: Spirit Club, STEP, Basketball Club, Library Open Access. We also have the following programs: Learning Leaders Company, MMCC Wrap Around Program. Another afterschool program will be implemented in January for three afternoons a week. It will run through until state testing begins. The SES programs are small group instruction academic supplemental services. The MMCC is an afterschool recreation homework support and enrichment program. We use the bilingual services of our parent coordinator to reach our Spanish bilingual families. We strive to provide translation on all of our documents presently, Spanish and Bengali are our largest ELL groups. We also use the DOE phone translation unit as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support our ELLs are native language glossaries/texts, visual aides such as charts, word walls and graphic organizers, hands on activities with manipulatives, use of smartboard, computer based software such as: Starfall, Imagine Learning, One More Story, Reading A-Z, RAZ kids, and guided reading/writing notebooks.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided not only through ESL but also by school personnel including classroom teachers who provide support orally and written to students during the school day to provide understanding for ELLs who may be struggling with content and concepts in their subject area. In addition, glossaries, dictionaries and materials especially in Spanish are provided when necessary. Also, teachers group/buddy students of the same language for certain activities so they can assist each other and respond in the native language and facilitate in English language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and correspond to students grade levels. Beginner and low level intermediate newcomers ELLs will be utilizing Rosetta Stone to facilitate language. Also, the intermediate and advanced students, in addition to newcomers, receive ESL instruction that is aligned with grade curriculum with a focus on language development within the four modalities reading, writing, speaking and listening emphasizing modeling, scaffolding, and vocabulary expansion.
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.
- Newly enrolled Kindergarten ELLs are invited to our open house events in June. Translators are available during these events to discuss programs and answer questions. In addition, parent orientations/workshops are offered throughout the year based on the needs of our students/parents. These are facilitated by ESL staff, guidance counselor, parent coordinator and grade supervisors.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All teachers and staff are offered opportunities to attend professional development seminars and workshops through OELL, Protraxx, QTel, and SABE throughout the year as per Jose P. requirement. Our ESL staff also meet with classroom teachers during common planning to discuss ESL techniques that may be used in the classroom. We also use additional web based programs such as Imagine Learning, One More Story and Brainpop ESL to support our ELL students. We are in the process of implementing a calendar so as to provide professional development to our classroom teachers of ELLs from our ESL staff in order to strengthen effective teaching practices using ESL strategies and methodologies. Also, our guidance counselor provides informational meetings about middle schools to parents and students in English and their native language (Spanish) on a continual basis informally and formally. Individual meetings and conferences are also provided to assist with applications and clarify any questions/doubt they may have in transitioning their child to middle school.

We are in the planning stages of implementing professional development in the areas of science and social studies along with Jose P. training for all staff excluding those who hold ESL/bilingual licenses using the professional development days aligned with the school calendar.

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?

Our school sends out a calendar each month in English with Spanish translation that offers our parents the opportunity to attend various meetings and workshops as based on their requests from our parent surveys and parent coordinator. This parent coordinator facilitates these workshops which include our parent volunteers when necessary. Currently, we have about thirty learning leaders who are parents of our students. They work in our classrooms with our students, assist us with registering newcomer families, assist with translating and publicizing various school events. In addition, we partner with learning leaders to work with students in their academic areas to boost their confidence and performance. We use the parent survey to schedule parent workshops and provide additional workshops as needed to our families. Our ELL parents consistently ask for support in assisting their children. The majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and assessing support services for medical, social and emotional needs.

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: P.S. 94 Kings College School

School DBN: 10x094

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane DaProcida	Principal		11/14/13
Frank Lucerna	Assistant Principal		11/14/13
Miriam Seminario	Parent Coordinator		11/14/13
Rosalee Choniuk	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **x094**

School Name: **Kings College School**

Cluster: _____ Network:

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.

Primary language is determined using the DOE Language Assessment form. The information is entered into ATS. When parents are contacted, we ask either in writing or verbally if parents need language translation assistance. This information is shared with the administration, classroom teacher, guidance and the parent coordinator via memo, email and verbally as the need arises. Language3 translation needs are met for the majority of our other language speakers. As our data indicates, we provide parent communications translated primarily in Spanish and Bengali. The other languages are provided upon need. Our translated communications are sent home with students of ELLs. These communications cover the areas of school activities related to ELLs, written and oral translations provided during parent meetings, orientations, workshops and other outside training offered through our LSO, BETAC and NYSABE organizations.

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

The majority of our English Language Learner population speak Spanish. All of our communications as a result are sent home in Spanish. Recently, we have been able to secure several parents who are fluent enough to translate our documents into Bengali. We provide oral translation in Spanish and Bengali in school on a by-need basis. We use the DOE translation phone service for all other translations. We have signs posted at the entrance and in the main offices that detail this.

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.

We provide written translation services in Spanish and Bengali for the majority of our notices. We have staff that translates notices into Spanish, and we have parents that translate notices into Bengali. We work a month in advance of all notices so that they are translated in a timely fashion and ready to go out two weeks prior to all events. Major events such as Parent Teacher Conferences, half days, etc. are distributed at the beginning of the school year, and monthly for the entire year through our calendar. We will also be using our ps94x.org website to keep parents informed. Basic notices are automatically translated into different languages. Language interpretation signs are posted in both buildings at entrances and the offices. Parent Bill of Rights documents are posted on our website. We are in the process of revising our School Compact and Parent Involvement Policy and will have them translated by outside vendors, posted on our website, distributed to all parents and at registration.

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.

Most of our oral translations are done in house. Our parent volunteers are well trained as Parent Leaders, and we have been fortunate to have a multicultural representation that allows us to seek oral translations in Bengali and Spanish. Two assistant principals, guidance counselors, parent coordinator, some classroom teachers, and school aides have served as interpreters as needed. We have also provided Spanish translation during parent workshops as needed. We also take advantage of the DOE phone translation service.

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 official letters provided by the DOE website have been downloaded and placed on our school letterhead in order to provide parents with the three primary languages represented in our school (Spanish, Bengali, Chinese).

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Kings College School	DBN: 10x094
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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:

In the attempt to offer an instructional afterschool program to 100 of our 360 ESL population, our needs are determined by the data obtained from the NYSESLAT/LAB-r/DRA. Students will receive a letter of invitation to the program in December. Our plan will address grades one and two, both in our ESL / Bil programs. Our present goal is to provide additional instruction to strengthen the language instruction for our second language learners.

The program will run Tuesdays, Wednesdays and Thursdays from 3 to 5pm. A total of Four ESL / Bil teachers will be hired on grades 1 and 2, for 12 weeks starting January 13th and ending April 10th.

One administrator will monitor the program. will begin in the second week of January, Jan: (14, 15, 16th ,) (21, 22, 23,) (28, 29, 30,) Feb: (4,5,6) (11,12,13) (25,26,27) thru March: (4,5,6) (11,12,13), (18, 19, 20,) April (1, 2, 3) and (8,9,10)

The program will provide students in our Bilingual/ESL and immigrant population the opportunity to engage in language development activities. The program used will be the AWARD Reading Program. the program components include guided reading books and a software component that is interactive and monitors student reading progress. Notebooks, folders and pencils will be purchased for the use of classroom activities.

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: Professional development will be offered to our fully licensed ESL and Bilingual teachers through the DOE Professional Development offerings received from OELL and our Network Teaching Matters. In addition to this we will use funds to support the implementation of our new ELA and Math Programs to ensure incorporation of ESL strategies throughout the units (study group process).

All teachers of ELLs in grades K-5 will receive ongoing professional development offers to attend on ESL methodology with the continued goal of to aligning instructional practice with the Common Core

Part C: Professional Development

Standards. Our professional development offers will ensure the common core alignment to ESL instruction through the support of our Network and offerings by the partner universities

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: The Family Academy is designed to foster language development experiences with the goal of fostering increased academic communication between students and parents. These workshops will offer parents the opportunity to work with their children and develop the academic language to support them in the content areas of Literacy, Science and Math. One regularly licensed teacher will be hired to ensure a home school connection. Our parent coordinator will work with the contracted agency to ensure that our participation goal of 50 invited parents is met.

The Flame Company will be providing these workshops on consecutive Saturdays March 1, 8, 15, 22, 29, and April 5th. between the hours of 10:00am - and 12 noon.

Six Saturday workshops will include:

Book Making: The Importance of it and how it is related to the Standards;

The importance of helping your children at home to reinforce reading and writing. Literature and Families

Social Studies: How Can I Help My Child at Home -for parents and children

Science: How Can I Make it Fun to Learn - for parents and children

Math is Eveywhere, Even in Children's Literature,- for parents and children

Parents and Children as Authors Workshop - Two part series -for parents and children

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 		
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		