

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **15k038**

School Name: **THE PACIFIC SCHOOL P.S.38**

Principal: **YOLANDA RAMIREZ**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 15k038
School Type: Public School Grades Served: Pre-K-5
School Address: 450 Pacific Street
Phone Number: 718 330-9305 Fax: 718 789-4932
School Contact Person: Jackie Smith Email Address: Jsmith76@schools.nyc.gov
Principal: Yolanda Ramirez
UFT Chapter Leader: Carolyn Denizard
Parents' Association President: Christopher Brown
SLT Chairperson: Corrinthia Carter
Student Representative(s): N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street
Superintendent's Email Address: Askop@sschools.nyc.gov
Phone Number: 718 935-4317 Fax: 718 935-4356

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 609 Network Leader: Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yolanda Ramirez	*Principal or Designee	
Carolyn Denizard	*UFT Chapter Leader or Designee	
Christopher Brown	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jackie Smith	Teacher	
Christina Kay	Teacher	
Corrinthia Carter	Parent	
Tim Thomas	parent	
Marina Cowal	Parent	
Joanna Schesinger	Parent	
Sha Sha Clark	Paraprofessional	
N/A	N/A	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Pacific School is a school of the arts that strives through partnerships to develop well rounded thinkers and to support the whole child. Through guidance and autonomy in an environment where everyone is able to achieve and excel. The school is housed in Boreum Hill Brooklyn nestled between The Wycoff Houses and Brownstones respectively. The Pacific School is an elementary school with 540 students from pre-kindergarten through grade 5. The school population comprises 37% Black, 36% Hispanic, 13% White, and 13% Asian students. The student body includes 11% English language learners and 21% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2012 - 2013 was 92%.

It is a school of the arts, working in collaboration with several CBO's including; Arts Connection~ Musical Theater~ steel band, Mark Morris, Studio in the School, Noel Pointer violin and Take home Piano Program, Brooklyn Lacrosse, SABA Soccer Music and the Brain

and Teachers and Writers. The school also offers an array of enrichment opportunities led by classroom teachers including: basketball, Yearbook, Spanish cooking, tap, jazz. Lyrical, hip-hop, classical chorus, pop chorus, drumming and arts and crafts. Special initiatives that support the development of our early learners include; Clay works, Block building and Lego challenge.

Our mission statement is that our school understands the importance of creating an environment where children are valued, respected and understood. With a population that is increasing in its diversity, we are committed to meeting the needs of the whole child. Our strong awareness of the cultural, academic and emotional difference of our families is embedded in the strength in our committed staff. Together we will work to create an environment where all children are an active viable, and an integral part of a nurturing learning community. With a common belief in academic rigor we are challenged to help our students grow into vibrant, independent, self-assured children, with a solid respect for themselves and the world around them.

As per the Quality Review the schools strengths and accomplishments are strategically selecting Core Curriculum options, augmented by strong practices embedded in instruction, create a targeted curriculum that meets student needs and aligns to the Common Core Learning Standards.

The purposeful organizational decisions of the school leader prioritize the utilization of all resources, including strategic placement of staff and use of technology to consistently focus on data defined school-wide goals. School schedules, hiring practices, and teacher assignments reflect robust efforts to close the achievement gap through teacher collaboration and strategic intervention. Extended day classes support students in need four days a week, as do "Power Saturdays." A culture of learning continuously communicates high expectations to the school community and supports all students in developing academic and social-emotional skills needed for college and career readiness. Strong, highly collaborative teacher teams routinely use an inquiry approach and established protocols to reflect on student work, and focus on improved teacher practice and instructional coherence.

The school is beginning to deepen instructional practices across all classrooms to ensure that all students are evenly challenged to take part in high order thinking and rich discussion. A variety of common assessments well aligned to the school's chosen curricula, including running records, performance assessments, unit assessments in content areas, rubric assessed writing and grade level assessments in English language arts and math, provide teachers and the school with data to analyze and identify trends and student needs at frequent intervals throughout the year.

In terms of overall student progress, the school performed at a 40% proficiency level in math and 29% in English Language Arts. At least 95% of the former students who leave the school pass 6th grade courses including Math, ELA, Social Studies and Science.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • The ReadyGen program needs to be restructured by teacher teams to include higher order questions. • As per the 2013-2014 exam results only 29% in ELA School strengths are in math with a 40% proficiency rating • Monitor student progress in a more strategic manner across grades • ESL and SED student need support with over 50% obtaining a level 1 on the ELA and Math exams 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By the end of June, in alignment with the Charlotte Danielson Framework, 100% of teachers will improve their instructional practice across content areas, using the Socratic method to improve student critical thinking and intellectual engagement through high level questioning, resulting in a 10% increase on the 2014-2015 English language Arts exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School will continue to use the Ready Gen and Go Math Programs across grades K through 5 Program for ELA	Schoolwide	9/14/14 thru 6/26/15	Teachers leaders Administrators
Students with Disabilities and SED students will attend AIS programs in both afterschool and Power Saturday Program	SED, ESL students	1/17/15 4/11/15	Teachers Administrators
All students with a proficiency rating of level 3 and 4 will receive additional support via individualized grade specific teacher teams afterschool. ESLs	GED students	1/16/15 4/11/15	Teachers Administrators
AIS services including Power Saturday program will be organized in a strategic manner to support students with a proficiency rating of level 1 and 2.	GED	1/17/15 4/11/15	Teachers leaders Administrators
Organize and monitor the progress of all students via the use of grade	Schoolwide	11/3/14	Teacher leaders

by grade progress monitoring		6/6/15	Administration
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, Teachers, Ready Gen materials, Supplemental JGB materials
Common Core Standards

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	NA	Title I Basic	NA	Title IIA	NA	Title III	NA	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school will monitor progress monthly in the classrooms as part of routine assessments
Unit assessments in Go Math (monthly)
Unit assessments in Writing (monthly)
T.C. assessments

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	NA	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

NA

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a result of the learning environment survey our teachers will organize a discipline committee to improve Systems and structures for maintaining a safe and orderly environment. Strengths of the school include strong communication with the parents via e-mail, principal meetings and teacher conferences.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In alignment with the capacity framework, teachers will work in collaboration with school administrators to develop and maintain a discipline committee to ensure a safe, orderly and productive learning environment, reducing school incidents by 5% by the end of May 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Begin a peer mediation and mentoring lunch program in collaboration with teacher leaders	School wide	11/5/14 6/30/15	Teacher leaders Discipline comm.
Host town hall sessions bi-monthly led by teachers, administration and school counselors to promote respect for all including boundaries, friendship and fair play	Parents	9/8/14 5/4/15	Principal Guidance Teacher leaders
Discipline committee will organize and arrange meetings for families to discuss solutions to minor infractions in the school	Schoolwide	11/5/14 6/28/15	Teachers
Principal will host monthly meetings with parents and support PTA meetings in an effort to listen, discuss and share ideas for improving the school community.	Schoolwide	9/8/14 5/4/15	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ELL Teacher, Administration, Teachers, Guidance Counselor
 Discipline Code for NYC Schools

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	NA	Title I Basic	NA	Title IIA	NA	Title III	NA	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Bi-Weekly meetings with the discipline committee
 OORS reports monthly

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	NA	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

NA

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As per the strengths noted in the 2013-2014 quality review All teachers serve as members of grade teams and the vast majority serve as members of specialty vertical teams as well. Recognizing the importance of data usage in identifying school trends and individual student goals, the principal has provided per session funding to enable teachers to analyze data after school. As evidenced by the observed team meetings, teachers routinely examine student work using a consistent protocol and share strategies to address identified student needs. For example, in order to provide greater support to the school’s Individual Educational Plan (IEP) students, teachers on the fifth grade team developed a process that used a range of questions to provide students with multiple levels of access to complex texts in alignment with Common Core expectations. In addition, targeted social-emotional supports were shared in a team meeting and then turn-keyed vertically by the teacher from a self-contained class, enabling all teachers to enhance supports both academically and socially for IEP students as well as non IEP strugglers. Consequently, there is a coherence of instructional focus school-wide and struggling students have shown significant progress in understanding complex text and academic language.

The school needs to deepen instructional practices across all classrooms to ensure that all students are evenly challenged to take part in high order thinking and rich discussion. Enhance the assessment practices during instruction so that teachers consistently adjust scaffolds and supports in a timely manner

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In alignment with the capacity framework, 100% of teachers will engage in structured professional learning communities through teacher team meetings by the end of October 2014 and throughout June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers leaders will organize lab sites, interclass visits and interschool visits to support all teachers across the Danielson	All teachers	10/6/14 5/4/15	Teacher leaders Teacher Interns

spectrum Teacher teams will organize and conduct discussions that promote meaningful and intellectual learning amongst all teaching pedagogy.			Administrators
Teachers leaders will organize and lead professional development for new teachers based on a needs assessment	All teachers	10/6/14 5/4/15	9/8/14 5/4/15
Specially designed workshops will be conducted by teachers for parents surrounding the Common Core Standards by each grade. On-going discussion on Tuesdays and during PTC to promote student achievement using data including teacher observations and discipline committee information.	All teachers	9/8/14 5/4/15	9/8/14 5/4/15
Teachers, Parent and administrators work collaboratively to host at least 10 social events and open discussions including the Principal breakfast to keep communication vibrant	School Wide	9/8/14 5/4/15	9/8/14 5/4/15

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, Teachers, Network Select Professional Books Select Professional Articles Danielson Framework Common Core Standards

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	NA	Title I Basic	NA	Title IIA	NA	Title III	NA	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
NA									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Monday Team Meeting On-going professional development New Teacher Team Meetings Conversations with staff				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	NA
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
NA				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • As per the 2013-2014 Quality Review the school consistently sets high expectations for all students and staff members. Strategic placement of staff members to ensure a cohesive structure across all grade levels. Team walkthroughs support specific instructional areas in alignment the Danielson Framework. • Priorities include on-going professional development and lab sites in the area of literacy • As per the 2013-2014 exam results only 29% in ELA School strengths are in math with a 40% proficiency rating • Monitor student progress in a more strategic manner across grades • ESL and SED student need support with over 50% obtaining a level 1 on the ELA and Math exams • Teacher teams work in an autonomous yet supported structure to improve teacher discussions and enhancement of practice 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Beginning in October 2014 through June 2015 100% school administrators, teacher leaders will actively monitor teacher instructional practice through observation using the 8 components of the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Conduct observations in 4 phases using the Danielson framework	Teachers	10/30/14	Administration
Support teacher weekly team meetings	Teacher	9/30/14	Administration
Host ELL professional Development with teachers	Teachers	11/6/14	ESL teacher

Meet with school leadership team monthly Host Principal Breakfast monthly	Parents	10/6/14	Principal Teachers
Host weekly teacher facilitated parent workshops across grades	Parents	10/6/14	Teachers Principal
Parent workshops on various topics monthly	Parents		Parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, Danielson framework ,Network ,ELL Teacher,Teachers ,Parents

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	NA	Title IIA	NA	Title III	NA	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
NA									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
December 2014, February 2015, April 2015 Monday during teacher meetings Conversations on-going				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	NA No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
NA				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As per the Learning Environment survey parent satisfaction showed, 95% for instructional core, systems for improvement 96% and school culture 96%. Efforts to continue creating high levels of communication have been successful. Parent Coordinator should increase parent workshops and outreach in an effort to further improve communication and build parent trust. Parents have expressed an interest in having less test prep for the 2014-2015 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning in October through the end of May 2015, school administrators, PTA president, parent coordinator and teachers will conduct 10 community events to strengthen community relationships and bridge the gap between the home and the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Community events organized by school staff and PTA President to promote a stronger sense of community	Parents	10/6/14	Administration Teachers PTA President
Service provider breakfast 3x per year to support our ESL and SED students and families	SED, ESL Parents	10/6/14	ESL Teacher SED Teachers
Monthly meeting with ESL teacher and parents	ESL Parents	10/6/14	ESL Teacher Administration
Weekly parent workshops facilitated by teachers	ESL SED	10/6/14	Teachers Administration

	Parents		
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator, PTA President, Assistant Principal, Teachers
 Common Core Standards, Danielson Framework, Go Math and Ready Gen Materials, Articles, Select Professional books

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

PTA Meetings, On-going conversations, on-going conversation
 Attendance at Principal, PTC, Tuesday parent meetings, Parent Coordinator 2x year survey to parents

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	NA	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

NA

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below benchmark reading levels on grade, not meeting standards on in class and whole school assessments, class work and teacher observations	Language development, reading and writing	Small, group	Day, afterschool
Mathematics	Below standard on in class and whole school assessments, classwork, teacher observation	Number sense Algebraic thinking Measurement	Small group	Day, afterschool, Saturday
Science	0	NA	NA	NA
Social Studies	0	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Observations by teacher and or members of SITT team, parent request	Counseling	Small, group, one to one	Day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	NA	Targeted Assistance (TA) Schools	NA	Non-Title I
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Part 2: All Title I Schools

2a. 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.

Teachers engage in active hiring as a team via the hiring committee. They work in collaboration one another to select the candidates they believe are best fits for the community. Teachers are paired with buddy as well as mentor teachers to promote a successful transition into their new career or community. New teachers engage in new teacher team meetings and discussions with school teachers and administration. Professional development is offered and designed by staff I collaboration with the Principal. Lab sites are developed to support teachers in the areas they need most support. Experienced teachers who possess expertise in a particular area share their knowledge via videos and hosting lab sites as needed. Round table discussions are led by teachers in an effort to either share following a lab site, or simply teach a concept needed by the teachers. Interschool visits are organized as needed.

2b. 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).

Professional development is designed to promote deeper understanding surrounding Danielson as well as the Common Core Standards. Professional development is offered and designed by staff I collaboration with the Principal. Lab sites are developed to support teachers in the areas they need most support. Experienced teachers who possess expertise in a particular area share their knowledge via videos and hosting lab sites as needed. Round table discussions are led by teachers in an effort to either share following a lab site, or simply teach a concept needed by the teachers. Interschool visits are organized as needed. Teacher leaders lead walkthroughs 4x per year in specific areas aligned with Danielson in an effort to support best practices. Interschool visits are organized with teacher leaders leading those walkthroughs and debriefs as well. Network supports high level professional development, hosting workshops in key areas aligned with both Danielson, English Language and the Common Core Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. 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).

NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our school participates in Bank St. Social Emotional Program. Teachers and administration are trained to support children on both a social and emotional level. Additional training is done to support families in need with the support of the pre-k social worker. Teachers meet regularly to design and then implement a curriculum grounded in a learn through play model. Enrichment is provided however, in an effort to promote language development, as well as align with the common core standards. Special activities include shows such as “tiny tots,” to encourage parent participation. Other parent engagement activities include Dr. Seuss week, PTA read-a-thon and curriculum celebrations.

4b. 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.

Teachers meet with school administration to develop ideas on assessment and instruction. Teachers meet as teams, during common preps, SLT, SITT and meetings with Principals when scheduled.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	NA		NA
Title I School Improvement	Federal	NA		NA

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	NA	NA	NA
Title III, Immigrant	Federal	NA	NA	NA
Tax Levy (FSF)	Local	NA	NA	NA

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades K with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **P.S. 38 the Pacific 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 the school and the families. The 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 the school community. **[School name]** will support parents and families of Title I students by:

School-Parent Compact (SPC)

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

SCHOOL-PARENT COMPACT

Our community participates in activities, services, and programs funded by Title I of the Elementary and Secondary Education Act (ESEA). All constituents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and performance. Working in collaboration with one another, the school and parents will build a partnership that will help students improve academically in order to meet and exceed the Common Core Standards. This school-parent compact is in effect during school year 2014-2015.

School Responsibilities

The Pacific School will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet and exceed the Common Core Standards as follows:
- *Teachers will receive Professional Development throughout the school year to ensure that the teaching is in alignment with the Common Core Standards. Students will participate in Academic Intervention Services or Enrichment Activities to promote increased student achievement.*
- Hold parent-teacher conferences during which the curriculum will be discussed as it relates to the individual student's achievement. Specifically, those conferences will be held in November and in March.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: *Parents will receive frequent reports on their children's progress during Open School Night/parent-teacher conferences in November/March and the ARIS system.*
- Provide to each parent an individual student report (report card) about the performance of their child on the Common Core assessment in at least math, language arts and reading.
- Provide parents reasonable access to staff. Parents who wish to meet with school staff may make an appointment via phone or E-mail.
- Provide ready access to the Parent Coordinator. As a member of the school staff supervised by the school principal, the parent coordinator partners with and supports the work of their Parent Teacher Association, School Leadership Team and community groups. The Parent Coordinator will be responsible for:
 - creating a welcoming school environment for parents
 - working with the principal to address parent issues and concerns at the school
 - conducting outreach to engage parents in their children's education
 - strengthening parent involvement in their children's education
 -
- Encourage parents to join and participate in the PTA.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Provide information to parents of students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide information to parents of students about Title I programs in a timely manner that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
- Hold an annual meeting to inform parents of the school's participation in Title I programs, and to explain the Title I requirements, and the right of parents to be involved in Title I programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or the evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of students participating in Title I programs, and will encourage them to attend.
- At the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to such suggestions accordingly.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg.71710, January 2, 2003.)

Parent Responsibilities

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

- Monitor attendance, understanding that daily attendance (except in cases of serious illness) is crucial to achieving academic excellence in all grades, including pre-k and kindergarten.
- Make sure that homework is completed on a daily basis.
- Encourage our children to develop a love of reading, which will help set them up for higher academic achievement. Ways to achieve this include setting up a family reading time each day, with parents reading alongside children and/or by reading to them for at least 15 minutes a day, and discussing what has been read.
- Elect a parent or parents to act as Class Parent or Co-Parents. The role of the Class Parent is to facilitate communication among ALL the families in his/her child's class, and to be an efficient liaison with the teacher. Further, all the Class Parents at PS38 are encouraged to meet on a regular basis to share thoughts and best practices, and to look for ways to get classes working together on furthering school-wide goals. Class Parents will work closely with the PTA to ensure that all PTA initiatives are well articulated in every classroom.
- Help to build and strengthen the school-parent community by participating in (changed from *volunteering*, since some parents bristle at that idea) my child's class at least twice a year through a field trip or in-class project. Other ways to become involved include attending PTA meetings, being a Class Parent, or offering to assist the Class Parent in organizing special projects, including class celebrations, school fundraisers and other special events.
- Participate, as appropriate, in decisions relating to my child's education. This includes the twice-yearly Parent-Teacher Conferences, as well as any additional meetings that my child's teacher(s) may request.
- Promote positive use of my child's extracurricular time, including encouraging children to get fresh air and physical exercise, as well as encouraging imaginative play by limiting television/video games.
- Communicate with the school by promptly reading all notices from school or the school district (mailed or sent home with child), including emails or handouts from the Class Parent, and responding, if requested, in a timely fashion.
- Serve, to the extent possible, on the policy advisory groups, such as the School Leadership Team, the Title I Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

District Wide Parental Involvement Policy

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:
- *Parents are included in decision making during the following activities - Hiring Committee, Principal Breakfast, Parent Teacher Association, School leadership Team.*
- Providing necessary literacy training for parents from Title I funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Training parents to enhance the involvement of other parents:
- *Parents can join the PTA or the School Leadership Team. This ensures that parents will be aware of school issues and policies.*
- In order to maximize parental involvement and participation in their children's education, school meetings will be provided at a variety of times. Parents who are unable to attend school conferences will be given an alternate date that is mutually convenient to both parties to meet with the classroom teacher, or any other educator that works directly with the student.

- Adopting and implementing model approaches to improving parental involvement:
 - The school provides morning and evening workshops
 - ELA/Math test training for parents
 - PTA works to host events and other activities to promote strong parental involvement
 - School Leadership Team/ Title I Committee discuss various methods of increasing and maintaining parental involvement
- Establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs:
- *Parents can join the School Leadership Team or the PTA.*
- Providing other reasonable support for parental involvement activities under section 118 (as parents may request.)



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Pacific	DBN: 15K038
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Last year's 2014 NYSESLAT data showed that although we made progress, our students are not quite at the proficiency level in Reading and Writing. Therefore, the rationale for our After School program is to give our ELLs extra support for skill building and provide them with strategies necessary to increase their levels on the NYSESLAT as well as on the State exams.

Our After School program will be populated by 15 ELLs comprised of our third, fourth and fifth grades in general and special education. The program will run from January – early May, 2015 for a total of 45 sessions. It will be two days a week from 3:15-4:30. A certified ESL teacher will be co teaching with a Common Branch teacher. There will also be a site supervisor during the program as this is the only program running at this time. Materials that will be used and purchased with Title III funds to be used exclusively in the Title III program for its duration include ; Getting Ready for the NYSESLAT and Beyond, Reading Skill by Skill, computer programs Brain Pop, Leap Frog and Reader Rabbit. We will also use different text genres, visual and auditory aides. There will be small group instruction that will include scaffolding and the use of graphic organizers and charts. Both teachers will provide direct instruction to support grades 3,4, and 5 students on writing and reading strategies that include but limited to three-four paragraphs essays and reading strategies that include main idea , inference and cause and effect.

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:

Teachers will be provided professional development to support and enhance their understanding and practice in the teaching of and the delivery of instruction to ELLs. Both the ESL teacher and the Common Branch teachers will attend the school's professional development provided by the DOE and our

Part C: Professional Development

Network. The professional development will include but limited to ESL methodologies and strategies, CCLS, addressing students with special needs. Professional Development: Foundations: October 2014, RTI:December 2014, ELL Students in your classroom conducted by our ESL teacher: November 2014, Connecting Content and Academic Language for ELL students to be conducted by Office of ELL's , Cloze Reading Experiences for ELL conducted by Fordham University. The teachers will be given the oppoortunity to turn key information from professional development during mandated professional development days Monday 3:15-4:20 and during specific common pr3eps and grade meetings.

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 rationale is to giveour ELL parents a better understanding of the components of the NYSESLAT and State tests and ways that they can support their children growth. They will be provided with two workshops for an hour each. One workshop being help in January and the second in April. The workshops will be about the components of the NYSESLAT and the ELA State tests. Parents will receive sample pf tests and description of components of the NYSESLAT in their native languages. Additional topic that will be covered is ways that parents can support their children at home . Teachers and administartion will provide parents with tips, resources and suggestions of things they cand o at home. Classroom tecahers, support stafff , administration as well as the Parent Coordinator will assit in facilitating the workshops. Translators will be provided if needed. Parents will be notified of activities via notices, emails, and phone all in their native languages if needed.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	Per session for two certified teachers and one supervisor
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 38
School Name The Pacific School		

B. Language Allocation Policy Team Composition [i](#) 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 Yolanda Ramirez	Assistant Principal De Anna Thompson
Coach	Coach
ESL Teacher Rita Grech	Guidance Counselor Hobi Klapuri
Teacher/Subject Area Jennifer Alamo/2nd grade	Parent Jennine Chung/Corinthia Carter
Teacher/Subject Area	Parent Coordinator Hassan Abdus Salam
Related Service Provider Melissa Ernst/ Speech Teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	63	ELLs as share of total student population (%)	12.21%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	57	0	8	6	0	3	0	0	0	63

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	57	0	8	6	0	3	0	0	0	63
Number of ELLs who have an alternate placement paraprofessional: <u>1</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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	4	7	2	3								25
Chinese	7	12	10	0	1	1								31
Russian	1													1
Bengali														0
Urdu														0
Arabic	1		1	1	2									5
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	17	15	8	5	4	0	63						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	0	2	0	0								3
Intermediate(I)		7	8	0	2	2								19
Advanced (A)		9	6	6	3	1								25
Total	0	17	14	8	5	3	0	47						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2		2		4
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our ELL students we use TCRWP running records to assess their reading levels on an ongoing basis. In writing we use Ready Gen end of unit assessments and teacher made benchmark assessments. We use a variety of assessments in the upper grades 3-5, which include Teacher College Writing running records / teacher made bench mark assessments in writing,

periodic ITA's/diagnostics and informal and formal assessments in Reading, Writing, and Math.

This data provides information pertaining to student progress in Reading and Writing. Over the past few years, our ESL students have worked heavily on decoding, comprehension, grammar, spelling and sentence structure. Use of a compilation of assessments support our work and impacts on effective planning geared to improve student performance.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data pattern reveals that our students made progress in all areas on the NYSESLAT. According to the 2012 LAB-R report, our kindergarten students entered school on a beginner level. By the end of the school year 2013, over 95 % of students showed significant increase on the NYSESLAT exams. This is evidenced by the improved results in listening, speaking, reading and writing components of the NYSESLAT across grades. However, our ELL students with disabilities did not make significant increase in proficiency levels.
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](#))
At this time New York State did not provide modalities. RNMR is not available as of 10-30-13.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The School Administrators and teachers use the results of the periodic assessment to ensure that students are receiving individualized instruction based on their needs. These assessments are analyzed and the data is used to assist our community in understanding and planning for the instructional needs and materials should be for students. Materials are also purchased based on the instructional needs of our students. Teachers including the ESL teacher and support staff work collaborately with administration to disaggregate the assessment data to identify the instructional and support services needed for all students. Students require support with; reading comprehension, inferencing, summarizing and main idea. They also need support in organization, style and grammar in the area of writing. Our ESL teacher provides support to students in all of these areas including ensuring that they receive a high level of support via language development. The ESL teacher works in collaboration with teachers and Administrators on specific content areas needed to support students. Professional development is also provided to teachers to enhance strategies needed to support the academic progress of all English Language Learner.
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](#).)
Our data helps us to identify appropriate AIS and support services needed for students. As a result, we adjust our curriculum and planning accordingly . As part of the RTI framework we provide: on going assessment, progress monitoring, differentiated instruction , group discussions lead via teacher scaffolded questions. We aslo provide hands on activities (Total Physical Response) and multicultural books to access student prior knowledge in order to participate in class discussions and promote oral language development.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions we impenet and use material in their native language, use visual aides, audio , TPR as well as a buddy system.
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.).
Data from tests and assessments show that our ELL students are making progress both academically and socially. AMAO of 2011-2012 showed that our ELL students exceeded state percentile in progress.

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](#).)
There are several steps that are taken to identify English Language Learners. The multi-step process ensures that identification, appropriate placement and educational services for every child newly admitted to the school is provided. At registration parent/guardian are given a Home Language Identification Survey in their native language to elicit information about the language spoken in the students home. The Home Language Identification Survey is administered by our licensed ESL teacher. Parent/Guardian are informally interviewed by the licensed ESL teacher to observe if parents are fluent in English. The licensed ESL teacher, also observes the students in the classroom to evaluate the students English proficiency. Once potential English Language Learners are identified by the ESL teacher based on the Home Language Identification Survey they are administered the LAB-R individually by the licensed ESL teacher within ten days of enrollment. If needed the Spanish LAB is administered to Spanish speaking ELL's by our ESL teacher who is fluent in Spanish. Students are given the NYSESLAT annually in the Spring to measure their English proficiency and to determine their progress as well as the continued entitlement or non entitlement for English Language Learners services. Our licensed ESL teacher, pupil personel secretary, testing coordinator and administration reviews the ATS report RLER, RLAT and the RLAB to ensure that all ELL students receive the NYSESLAT. In the spring our ESL teacher works collaboratly with the testing coordinator and administration to make sure all components of the NYSESLAT are administered. The testing coordinator , ESL teacher and administration create a testing schedule for each part of the NYSESLAT. Support staff (Speech Teacher Melissa Ernst, SETTS teacher Naida Fernandez and Classroom Teacher Christina Kay) assist in administering and scoring the NYSESLAT as needed. Scores are analyzed by administration, ESL teacher, support services and classroom teachers to ensure that students are provided with instructional support based on their needs.
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.
In order to enable parents/guardian to make sound educational decisions as to which program best meets the needs of their child, parents/guardian participate in an orientation conducted by the licensed ESL teacher, and administration. Letters are sent home in their native language and phone calls are made to ensure that all ELL parents participate. The orientation describes various programs for ELL students which include Dual Language, Transitional Bilingual Services and Free Standing ESL. Parents/ Guardian view parent information DVD, where program placement options are presented in their native language with clarity and objectivity. Brochures and information pamphlets in their native language and Parent Survey as well as Program selection forms are disseminated at the orientation by our ESL teacher to enrich their understanding of each available program as per CR Part 154. Administration along with our ESL teacher clearly explains parents/guardian rights and program choices available in our school. DOE Translators are available as needed. Orientation meetings are held within two weeks of LAB-R testing.
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 [\[see tool kit\]](#).)
Parents are informed of the three ELL programs and the programs that are available at our school. Entitlement letters are sent home with students in English and in their native languages and followed by a phone call from our ESL teacher. Program selection forms are actively collected by our ESL teacher and Parent Coordinator. Our ESL teacher and Parent Coordinator make phones calls home, set up appointments to meet with parents to collect program selection forms and offer any additional information needed to assist them.
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.
Parent/Guardian who select ESL services are notified of the immediiate date in which their child will be receiving pull out or push in ESL services by letter in their native language. If the school is unable to accommodate the parents/ guardians program choice assistance will be given by our staff along with the parent coordinator to ensure that the student is placed in a program of the parent/guardian choice. Communication is ongoing with parents/guardian. Phone translation services provided by the DOE is used to inform parents and answer any question/ conerns . DOE Translation and interpreters are available as needed. All copies of entitlement letters, parent surveys and program slection forms are organized and kept in a binder in a locked closet in our ESL classroom.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps we take to administer all sections of the NYSESLAT to all ELLs are to print the RLAT from ATS, all rosters are printed to ensure we have lists of all ELL students in all grades that are eligible for the NYSESLAT. We then set up a schedule by section, mandated time for each section and have teachers and support staff available to assist in administering test. All teachers and parents are sent the schedule of testing times and dates.

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. *①*
- After reviewing the Parent Survey and Program Selection forms from the past two years, the trend in program choice is 100 % ESL services. Each year 100% of our parents select ESL services. Administration along with the ESL teacher and the parent coordinator review and compare the parent choice forms from previous years to monitor trends. The program offered at the school is aligned with parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational models used are push-in and pull-out models. In the push-in model the licensed ESL teacher works with ELL students during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support. In the pull-out model ELL students are pulled from their classrooms for specific minutes for English acquisition focused instruction. In both program models students are grouped by specific grades regardless of proficiency level on the NYSESLAT.

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)?

Administration, teachers and support staff ensure that explicit ESL mandated instructional minutes are delivered in the push-in and pull-out models based on their NYSESLAT scores and student IEP as per CR Part 154. For Spanish speaking students they are given small group support by ESL teacher who speaks Spanish. For all other languages we do buddy system with students who are higher proficiency level and able to translate. We also provide glossaries and dictionaries in all languages as well as computer programs in all languages.

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.

The content area delivered in each program model are Reading, Writing, Science, Math and Social Studies. All instruction is done in English. In the push-in model, the ESL teacher, in collaboration with the classroom teacher, reinforces content area skills and strategies. They incorporate specific ESL methodologies which include individual ongoing assessments, small groups, graphic organizers, visual/auditory aides, manipulatives and scaffolding. In the pull-out model our ESL teacher uses the Treasure Chest Program for grades K-5 which covers all content areas and ESL areas which are Speaking, Listening, Reading and Writing. In addition Award Reading program is used for first grade as a supplemental program for students as needed. We also use Foundations and Ready Gen in all grades. Junior Great Books is used in grades 3-5.

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

NA

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Provide class and on going assessments and progress monitoring. Teachers meet regularly with ESL teacher to plan.

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).

Although presently, we do not have any SIFE students, we do have in place a instructional plan for SIFE students which includes individualized student assessments, creation of an Academic Intervention Plan with a focus on students instructional needs, grade and developmentally appropriate instructional materials, differentiation of instruction in all areas, professional development provided to teachers and support staff on strategies that benefit SIFE students. Our ESL teacher would push in and pull out SIFE students to work on specific skills/strategies which include scaffolding, use of visual aides and small group work based on their instructional needs. New comers are also invited to attend small groups instruction during our extended morning.

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?

Our teachers of ELL-SWDs use various materials such as Foundations, Ready Gen, Treasures Chest for ELLs, Award Reading, Teachers College Writing Units of Study, Reader Rabbit, Leap Frog, Oral Language and Phonic Development Games. All materials that we use help our students with English language acquisition. The instructional strategies that teachers use include ESL methodologies, scaffolding, modeling, bridging, retelling, schema, think aloud, turn and talk. Students are also provided with books in their native language and cultures.

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

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's with the least restrictive environment in many ways. All curriculum and instruction is developed and tweaked to the needs of our students based on assessments, observations, and IEP mandates. Support services are provided to students identified in need.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

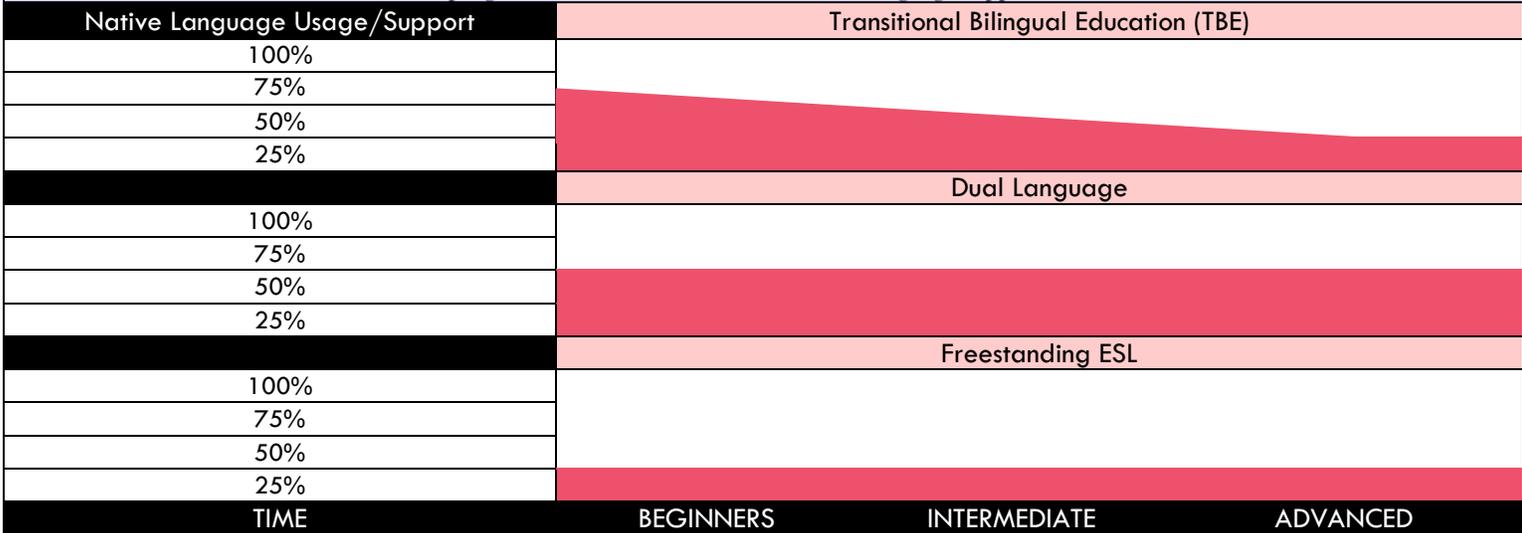
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- The targeted intervention program for ELL's in ELA, Math and other content areas are Safety Nets (37.5 minutes), Afterschool Saturday programs taught by classroom teachers, ESL teacher and support staff. Students who did not make progress and received a level 1 or 2 on the State ELA, Math and did not achieve proficient on the NYSESLAT are targeted for all intervention programs. Classroom teachers work closely with the ESL teacher as well as administration on developing instructional plans for ELL students who did not make progress to ensure that they are being supported in the areas of concern based on assessments. Our plan for continuing transitional support for ELL's reaching proficiency, is to have our ESL teacher push in and pull out to provide the ELL students with specific support. Our ESL teacher collaborates and plans with classroom teacher to ensure that ESL strategies and methodologies are implemented. Students are invited to Safety Net (37.5 minutes), Afterschool and Saturday programs. The program, that will be considered for this school year is Junior Great Books. The program promotes oral language, reading skills such as text to text, text to self connections, inferencing, prior knowledge and higher order critical thinking. The program will be used during the ESL teachers pull out services with our ELL students. The rationale for implementing the program is to provide ELL students with continuous oral language, listening, speaking as well as incorporating reading skills needed as shown as areas of weakness for our ELL students on the NYSESLAT. Our ESL teacher will attend ongoing professional development and work closely with a Junior Great Books consultant.
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 ELL students are making progress as evident through assessments and student work. They have made steady increase on proficiency levels on the NYSESLAT and on the New York State Exams.
11. What new programs or improvements will be considered for the upcoming school year?
- The new programs that will be considered this upcoming school year is Foundations for grades K-2, Ready Gen for all grades and GO Math for all grades.
12. What programs/services for ELLs will be discontinued and why?
- At this time no programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are provided the same opportunities as our general education population. They are invited to participate in all school programs such as Safety Nets (37.5 minutes), Afterschool and Saturday programs. They are invited to all academic programs to ensure that they are receiving academic support in all areas that are needed. They are also invited to all extracurricular activities that include Ballroom Dancing, African dancing, Violin and Swimming classes during and afterschool to promote social interaction with their teachers and peers. Parents are notified of all programs available by letters in English as well as their native languages. Our ESL teacher Translation services in parents native languages are also provided to invite students and for parents that have any questions/concerns about the programs available.
- The instructional materials used to support our ELL's are Treasure Chest for ELL's specific for all grades, Leap Frog computer program for kindergarten to second grade and Reader Rabbit for kindergarten to third grade students computer program. Award Reading program is also used specifically for first grade. In addition all third to fifth grade ELL students have access to computers that have programs like Star Falls, Brain Pop, and Math games. All of the technology programs promote oral language, listening, reading and writing. Books in their native languages are available as well as books on tapes.
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 content area instructional materials as well as language materials that are used to support our ELL students is Treasure Chest for ELL's. Treasure Chest for ELL's integrates listening, speaking, reading and writing. The daily lessons engage our ELL students in oral language activities such as singing, listening to poems to playing games using visual aides and prompts. Our ELL students are assessed regularly in order to monitor their progress in the areas of reading, listening, speaking and writing.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is delivered in various ways. Our ESL teacher as well as other staff members are fluent in Spanish. Staff members are also fluent in Chinese, Mandarin, Cantonese and Arabic. Resource tools are available in their native languages for support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All services are age and developmentally appropriate. Literature is available in our ELL students native languages. Books available are about their native countries, holidays/celebrations , food and geography.
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.
To assist newly enrolled ELL students before the beginning of the school year our Parent Coordinator along with administration conducts school tours and an informal parent and student orientation.
18. What language electives are offered to ELLs?
We do not have a language elective program available at this time.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA:

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.

Our ESL teacher and classroom teachers attends professional development provided by our Network. All professional development provided by the network is sent and offered on a monthly basis . Support staff attends monthly professional development on strategies to support ELL and SWD students. Throughout the school year administration attends various professional development on strategies for ELL students in content areas of Reading, Writing and Math. Administration, staff members who attend professional development turn key all information given at workshops to all teachers and staff members of ELL students on a continuous basis. Our Parent Coordinator also attends professional development provided by the DOE.

Our school guidance counselor supports parents/guardians and children throughout the middle school process. We offer a wide range of workshops to assist parents/guardians in the area of choosing a middle school and services offered. Parent coordinator also conducts workshops for parents on middle school choices and tours . Letters are sent home in native languages by guidance and administration to inform parents of middle school tours and open houses . Also our ESL teacher and staff members will receive 7.5 hours of professional development throughout the course of the school year All professional development attended are recorded and kept on file with our payroll secretary. Any in house professional development conducted all agendas/handouts and sign in sheets are filed and kept in a binder.

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 monthly Principal's Breakfast is a regular part of our work with our families. The breakfast is a forum for parents to ask questions, voice their concerns and opinions. Parents/Guardians also participate in monthly Spotlight on Learning sessions. At the sessions parents are able to sit down with classroom teachers to discuss the curriculum, assessments and their child's academic progress. Teachers also offer a variety of ways parents/guardians can support their children at home. There is also a monthly support staff breakfast. During the support staff breakfast parents/guardian are able to talk with all support staff members which include the ESL teacher, SETTS teacher, Speech teachers, Occupational/ Physical Therapists, Guidance Counselor and the SBST team. Our staff has open and ongoing communication with parents via letters, phone calls and emails. Translation and interpretation is provided if needed. At the Principal's Breakfast as well as The Support Staff breakfast parents are given a forum to voice their concerns and needs for their children. Our Parent Coordinator also meets regularly with parents/guardians to discuss and answer questions, concerns or issues. Also staff members work closely with the Parent Teacher Association in addressing the needs of parents/guardians. DOE translation and interpreters are available as needed during all parental involvement activities. Our Parent Coordinator informs parents of free adult ESL classes available to parents via letters/flyers, email and during meeting in English as well as their native language. At the end of all workshops parents are given an evaluation form in English as well as their native languages to inform us on items they liked and would like to see offered to them in the school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K038

School Name: The Pacific School

Cluster: 609

Network: Michael Dantona/Luis Ruiz

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.

Our community communicates in various languages: Spanish, Cantonese, Mandarin, English, Arabic, French and Russian. All information is sent out in multiple languages: back packed, emailed, as well as posted on our Parent Communication board located on the first floor. We also communicate with parents using oral translation provided by numerous members of our school community, who are fluent in several of these languages. Translation is provided at our PTA, Principal Breakfast, Parent Teacher Conferences and at all other times when translations is either requested or deemed necessary in advance. School demographics indicate that 50 are Hispanic, 40 Chinese, 5 are Arabic, 4 Japanese, and 1 French. 12.21% of our student population are English Language Learners and about 10% are LEP. ATS reports are used to determine home language, language preference for communication, ELLs, and Home Language Surveys completed by parent/guardian at registration are used to determine preference of communication. Methodologies :the secretary prints ATS reports with school demographics by class, language preference and ELLs. These reports are submitted to administration to determine the needs of the school population. Home Language Surveys and initial interviews during registration are also used to determine the language of communication for families. Blue emergency cards are reviewed in October by our Parent Coordinator regarding language and method of communication preferred by parent/guardian. The Parent Coordinator keeps track of this information. Information regarding written language preference is given to staff and kept in the main office. This information is used to ensure that the adequate number of translated documents are provided to each class.

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.

Our school has multiple families that speak different languages such as Spanish, Cantonese, Mandarin, Arabic, French , English and Russian. We knew that we had to provide translations for our families upon registration. Also several of our families requested translations during our meetings. We have staff members who are fluent in the languages needed and are our primary translators for our families. The needs are reported to our staff during after registration and staff conferences.

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.

P.S. 38 will use school staff; Classroom teachers, paraprofessionals, parent volunteers, for written translations in Spanish, Mandarin, and Cantonese. We will use Translation and Interpretation Unit at the Office of Family Engagement and Advocacy for Arabic and French Translations. Documents needing translations will be sent two weeks in advance for the Unit wherever possible. In the event that written translations are necessary with immediate turn around, we will request the assistance of staff and parent volunteers, in order for these notices to be distributed to our school community in their preferred language. A poster indicating the availability of translation services is posted at the main entrance of the school. A postcard indicating the phone numbers to Translation and Interpretation Unit is posted near the main office/school lobby. The Parents Bill of Rights and Responsibilities language of the school will be distributed in September of each new school year. The parent coordinator and the pupil personnel secretary will ensure that all new registrants receive the Parents Bill of Rights and Responsibilities along with other school documents required 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.

Oral translation is provided daily to all monolingual families. There are staff members available to sit with our families to translate conversations. This is done Spanish, Arabic, Cantonese, Mandarin, French and Russian. If needed outside support will be provided.

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>.

Our school uses data to guide instruction for all our ELL students within the Response to Intervention framework in grades K to 5 in many ways. The data is used to ensure high quality Tier 1 instruction for our students. We look at the source of difficulty for our ELL students who are struggling and consider how our students' performance aligns with classroom achievement. We use multiple sources of information that includes learner characteristics, classroom experience and community characteristics in order to identify areas that students need support with. In addition we analyze data through a language acquisition lens. Once we have created a learning profile for our ELL students, using multiple indicators and sources of information, we move in on specific issues and areas for intervention. The intervention includes intensive specific instruction and progress monitoring.