

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

**School Name:** P.S. 132 – THE CONSELYEA STREET SCHOOL

**DBN (i.e. 01M001):** 14K132

**Principal:** BETH LUBECK

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

**Superintendent:** ALICJA WINNICKI

**Network Leader:** DAISY CONCEPCION

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Beth Lubeck	*Principal or Designee	
Hailey Parsons	*UFT Chapter Leader or Designee	
Jennifer Gruber	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Reilly	Member/ Teacher	
Tiziana Como	Member/ School Psychologist	
Stephanie Korotz	Member/ Assistant Principal	
Jessica Masullo	Member/ Teacher	
Donna maio	Member/ Teacher	
Anne Pachucki	Member/ Teacher	
Toby Bryce	Member/ Parent	
Anna Corinna Sellinger	Member/ Parent	
Vanessa Pasquariello	Member/ Parent	
Stephanie Conway	Member/ Parent	
Suzanne Terhorst	Member/ Parent	
Sam Heinrich	Member/ Parent	
Antoinette Cabo	Member/ Parent	
	Member/	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

To ensure students with disabilities and struggling students are fully embraced in our school and will have the opportunity to participate in a wide range of classroom and school wide activities , including Common Core Aligned Performance Tasks in the area of Literacy, with the proper support provided by an Academic Response to Intervention Specialist and a Behavioral Response to Intervention Specialist.

### **Comprehensive Needs Assessment**

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

Monitoring procedures occur in a variety of ways including but not limited to: Treasures Benchmark assessments, Wilson Charting and Dictation, Itemized skill analysis and understanding of reading concepts, running records, daily anecdotes, rate of improvement (ROI) within given assessments to provide rigorous instruction while maintaining the least restrictive environment for students who may be struggling in a specific area.

### **Instructional Strategies/Activities**

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

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

##### **Tier 1**

- 1. Core Reading:** Tier 1 students will receive 90 minutes of core instruction daily using the Treasures Reading Program Series. In addition, students in grades 3-5 will read monthly books with plans designed by classroom teachers with daily skills that align with common core standards. Students will receive direct, explicit differentiated instruction, including small groups. The classroom teacher will use benchmark assessments, standardized tests, and isolated skill assessments to guide instruction and place students in appropriate groups. Students scoring on grade level standard will continue Tier 1 instruction. Students scoring below will be monitored on their progress weekly by their classroom teacher for 6-8 weeks, collaborating with members of the RTI team. If improvement is not evident, then the team can move these students to Tier 2.
- 2. Length of Core Reading Instruction:** Our core reading program is Macmillan/McGraw-Hill Treasures Reading Program. This program uses high quality reading instruction founded on scientifically, evidence-based research that enables classroom teachers to conduct daily progress monitoring. In grades 3-5, guided reading and daily skill assessments through graphic organizers are included in this 90 minute reading instruction time frame.
- 3. Staff Development for Core Curriculum:** Staff development in Reading will occur monthly with Administration, Academic Coaches, and members of the RTI team. Professional development and monthly RTI training will take place within the school on a monthly basis.
- 4. Types of Instructional Practices:** Delivery of Instructional practices through whole group, small group, learning centers, individual instruction, peer assistance, parent volunteers, and leveled reading. Technology is available to all students, and programs such as Study Island and Reading Eggs are there to support strengthening strengths in reading, and as intervention resources.
- 5. Progress Monitoring Procedures:** Treasures Reading Program's Benchmark Assessments are given at the beginning, middle and end of the year.

Benchmark Assessments are used by classroom teachers to guide instruction and assist with grouping students to meet their individual needs. In grades 3-5, itemized skill assessments are given on a weekly basis to track student performance. Mock ELA Practice Exams will also be given 3 times per year in grades 3-5 to monitor areas of weakness through skills analysis spreadsheets and progress reports.

**6. Data Based Decision Making Procedures for Tier 1:** Each student's progress will be monitored and reviewed by Administration, Academic Coaches, and Intervention Specialist in collaboration with classroom teachers. The slope and rate of growth is measured through benchmark testing and daily observations. These benchmarks are used to determine the type of interventions students will receive. Students that score below grade level or are showing specific areas of weakness are closely monitored and observed. During weekly congruence meetings with each grade, members of the RTI team will review the child's overall progress in reading. Based upon their level of progress the intervention team may recommend continued monitoring in Tier 1, or may recommend that the child receive additional reading instruction of Tier 2 to be at risk for not developing grade level skills. These students will be monitored weekly for 6-8 weeks. If improvement is not evident, the recommendation of moving to Tier 2 for additional support may be in the best interest for these students to receive additional interventions.

## **C. Tier II**

**1. Tier II Intervention for Reading:** Students in Tier II receive 90 minutes of core reading instruction in their classroom, plus an additional 37 ½ minutes daily intervention for 6-8 weeks minimum. Additional AIS support will be conducted throughout the school week 2-3 times a week. Interventions will occur in small groups within or outside their classroom setting with groupings of 3-8 students. The Tier II instructional programs used are:

- \*Treasures Tier II Approaching Grade Level Plans

- \*Study Island Online Intervention Program

- \*Reading Eggs Online Reading Program

**2: Who provides Interventions:** Interventions are provided by all Pedagogues. Staff personnel will be trained in the intervention resources at school wide professional development, and held accountable for monitoring the success of Tier II students during the extended day allotted time. AIS and members of the RTI team will also collaborate and oversee student progress and data.

**3. Who Provides Interventions?** For students who are in need of Tier 3 services, full-time, certified special education teachers, AIS providers, paraprofessionals, and classroom teachers trained through professional development in RTI will provide direct instruction for students individually or in groups no larger than 4. Special education teachers and general education teachers who are working with struggling students in homogeneously grouped classes will have access to all intervention programs. The teachers plan and oversee the instruction that is delivered and progress monitoring is collected and analyzed weekly.

## **4. Reading Intervention Programs:**

- \*Wilson Reading Program to track decoding through charting in books 1-3 and encoding through dictation within given targeted levels

\*Treasures Response to Intervention Tier 3 targeting phonemic awareness, phonics, vocabulary, comprehension and fluency

\*Study Island Online Intervention Reading Program

\*Words their Way: Blends, diagraphs, segmentation of words

\*Reading Eggs online Reading Intervention

\*Itemized skills reinforcements from grade level standardized practice tests in grades 3-5, focusing in on strategies to master the four main components of comprehension: Finding Facts, Making Inferences, Identifying themes and the “Main Idea” and learning vocabulary in context.

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

P.S. 132 has developed several strategies to integrate teachers with Reading and RTI. In an effort to provide additional support for our teachers of students with disabilities and struggling students, an RTI Specialist was hired and funded using Tax Levy Fair Student Funding. The RTI team consists of a variety of staff members trained to mediate intervention strategies in grades K-5. This team consists of special education teachers, intervention specialists, academic coaches, AIS personnel, school psychologist, speech pathologist, occupational therapist, and guidance counselor. The RTI team meets on a regular basis whose major functions include planning and developing the schools RTI process as well as for the purpose of evaluating student data, planning interventions, and monitoring student response to intervention. Specified members of the RTI team will meet with each grade team bi-monthly during congruence or professional planning time. At this time student Tier 1 data will be analyzed and observations will be planned to assess student challenges in academics and or behavior to see in a student needs to be moved to Tier 2 small group instruction in the general education setting with differentiated instruction in specified areas of the reading process (Fluency, Phonics, Comprehension). The RTI team will manage data and provide support for instruction.

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

**Progress Monitoring Procedures for Tier 1 Students:** Monitoring procedures occur in a variety of ways including but not limited to: Treasures Benchmark assessments, Wilson Charting and Dictation, Itemized skill analysis and understanding of reading concepts, running records, daily anecdotes, rate of improvement (ROI) within given assessments to provide rigorous instruction while maintaining the least restrictive environment for students who may be struggling in a specific area.

**How Are Parents Informed?** Parents are contacted and invited to conferences with classroom teachers, intervention Specialist and members of the SBST to discuss recommendations based on data and progress monitoring.

Treasures Reading Program’s Benchmark Assessments are given at the beginning, middle and end of the year. Benchmark Assessments are used by classroom teachers to guide instruction and assist with grouping students to meet their individual needs. In grades 3-5, itemized skill assessments are given on a weekly basis to track student performance. Mock ELA Practice Exams will also be given 3 times per year in grades 3-5 to monitor areas of weakness through skills analysis spreadsheets and progress reports.

**Progress Monitoring Procedures for Tier II Students :** Student progress in Tier II is monitored weekly using Treasures assessments and itemized skill assessments in the upper grades. Within 6-8 weeks the students’ progress is monitored to determine if they have made gains in prior assessed areas of weakness, and should be moved back to Tier I. Students that continue to display challenges and are struggling to make benchmark goals can be moved to Tier III if two rounds of Tier II (6-8 weeks) have been provided and rate of improvement is not adequate. Placement can be determined by the collaboration of

Administrators, Data Specialist, Intervention Specialist, Classroom Teachers, Parents and members of the SBST along with the data that supports these decisions.

**Data Based Decision Making Procedures for Tier II:** If progress monitoring and analysis of individual factors such as poor attendance, language, attention, and memory challenges are taken into account with the evidence based data collected from weekly assessments, the RTI team in collaboration with classroom teachers may recommend that they continue receiving small group Tier II instruction. A student is making adequate progress if his or her performance is at or above the established criteria for either the performance level or the rate of growth. A student is not making adequate progress if their scores fall below the criteria for both the performance AND the rate of growth. The Intervention Team members and Classroom teachers will be responsible for presenting this information to Administration, Parents and members of the SBST for considerations on the need for Tier III Intervention. If after 12 weeks of Tier II instruction, if the student's Rate of Improvement (ROI) is not moving consistently toward grade level standards, the student should advance to Tier 3.**D. Tier III**

**At What Point is Referral for Special Education Services Made?** As part of the initial referral process for special education evaluation, pre-referral steps must be taken to address student difficulties. It is our goal to not only analyze student data before reaching the conclusion of providing a struggling student with Tier 3 services, but to conduct informal classroom observations in the general education setting to key in on specific behaviors and tendencies prior to being pulled out for more targeted instruction and a therapeutic understanding of each child. When a child demonstrates academic and or behavioral challenges in the classroom the implementation of RTI serves as a framework to support students in need of behavioral intervention, which may be impeding on their academic progress.

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

**Universal Screening Procedures:** All students in grade K – 5 will take grade appropriate benchmark assessments in the Macmillan/McGraw-Hill Treasures reading program in the beginning of the year, midyear, and end of the year. In grades 3-5, Standardized Practice Exams will be used to assess reading skills when presented with multiple choice questions covering various skills.

**Number of Tiers:** P.S. 132 will use a 3-tier RTI system.

**Students That Enter Late:** The RTI team will contact previous school in order to obtain current testing data. Students that do not have benchmarks entering P.S. 132 will receive Tier 1-grade appropriate benchmark assessments by designated members of RTI team. Students who qualify for Special Education services will be placed according to their individual needs.

**Contacting Parents:** Parents are contacted at the beginning of the year and after each universal screening. Parents will also be contacted before initializing or discontinuing any level of intervention. Finally, any time a referral for Special Education is considered parents will be given a written summary of all tier 1, 2, and 3 interventions and data.

#### **Length of Intervention Sessions:**

Tier 1 students will receive 90 minutes of core instruction daily using the Treasures Reading Program Series. In addition, students in grades 3-5 will read monthly books with plans designed by classroom teachers with daily skills that align with common core standards. Students will receive direct, explicit differentiated instruction, including small groups.

Tier II students will receive intervention during 37 ½ minutes daily, and AIS support 2-3 times a week for 1 period at a time. This will take place for a minimum

of 6-8 weeks for progress monitoring.

The Tier 3 pullout classes provide 50 minutes of instruction 5 times a week. Instruction is delivered in small groups of 1-4 students. Activities are tailored to individual needs and abilities. Students are provided the opportunity for instruction 5 days a week. Classroom teachers and RTI team members will have specific roles and responsibilities to effectively carryout instruction and intervention.

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

**Grade Level Meetings:** Grade level meetings with Administration are held monthly. All teachers in grades K-5 will have common planning periods to allow for curriculum mapping and to share ideas and collaborate on best teaching practices and planning. Members of the RTI team will meet weekly to analyze student work and progress gathered by classroom teachers. Students in tier 2 and tier 3 will receive support from the Intervention Specialist who helps to coordinate small group instruction with other members of the RTI team along with paraprofessionals and classroom teachers. Our goal is to carry out specified instruction in the area of student weakness using progress monitoring.

***Strategies to Increase Parental Involvement***

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

- Parents are contacted and invited to conferences with classroom teachers, intervention Specialist and members of the SBST to discuss recommendations based on data and progress monitoring.

***Budget and Resource Alignment***

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

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

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2015, 100% of teachers will participate in professional development in the area of raising the level of questions and classroom discussions based upon a formative observation process.

### **Comprehensive Needs Assessment**

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

Throughout the 2013-2014 school year, we were pleased to observe most of our teachers mastered planning and designing coherent instruction using Charlotte Danielson's Framework for Teaching. However, throughout our classroom visitations, we noticed that many of our teachers were lacking in asking higher level thinking questions during instruction. Although some of our teachers were asking critical thinking questions throughout the school day, we would like our teachers to be more mindful of the types of questions they ask to encourage our students to think critically and analytically. We want our teachers' questions to probe in depth student thinking and serve to extend understanding in all of our classrooms. Therefore, this year our instructional focus involves raising the level of questioning and discussions in the classroom. Teachers will advance instructional practices so that students in all classrooms have multiple opportunities to be actively engaged in higher order thinking and meaningful participation. Teachers will raise the level of participation in discussions and will extend students' inquisitive thinking beyond teacher directed questions or problems.

### **Instructional Strategies/Activities**

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

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

The administration will conduct daily walk throughs that will consist of 15- 20 minute instructional snapshots. Feedback will be disseminated to staff members in written form. Snapshot reports will not only include facts regarding the informal observation but also include wonderings that teachers are expected to reflect upon and gather evidence which will further develop their instruction. Teachers will then meet with administrator to discuss plans for improving upon instruction. Members of the administrative team will revisit classrooms after conversations regarding the initial snapshots take place. Teachers and administration will plan next steps as they reflect upon what practices were developed and/or revised. Once practices have been refined, best practices will be shared with grade teams. Teacher performance will be measured using a rubric modeled after Charlotte Danielson's Framework for Teaching, Domain 3: Instruction, Component 3b: Using Questioning & Discussion Techniques and 3d: Using Assessment in Instruction.

This year we have hired Creative School Services to assist in providing PD Opportunities to enrich and extend the curriculum. In addition, we take advantage of all professional development opportunities offered by our Network. EngageNY's PD opportunities will continue to expose the staff to PD opportunities both in school and on their own time. Teacher leaders are encouraged to seek out PD opportunities relevant to their grade teams. With the mandated Monday PDs, our PD committee has created a relevant and meaningful PD calendar. PD is planned based upon teacher need and feedback shared by the administration through weekly informal classroom observations. In addition, I intend to build teacher capacity by allowing teachers to understand what is expected of them, not only through conversation, but also through observation. A key component of a PD

will be highlighting a teacher's practice from within my school. Teachers who have demonstrated stellar instructional practices will open their classrooms to inter-visitations so their colleagues can learn from their instruction. Highlighting best practices will serve as a PD opportunity for the rest of the staff. Learning from each other is powerful. Teachers will also open their classroom doors and serve as "model sites" for PD provided by Creative Learning Solutions. This will assist the staff in understanding how the methodologies being presented are applicable and possible within our school.

PD has been provided on questioning using the DOK question stems. Teachers have infused the DOK question stems into the lesson plans and use a DOK question sheet to assist and guide them in asking higher order thinking questions. Teachers will begin to infuse Sandra Kaplan's Depth and Complexity into their lesson planning. Additionally, teachers will begin to explore Reciprocal Teaching techniques. Coaches will work with teachers to ensure that higher level questioning and conversation prompts are infused into the lesson plans. Informal classroom observations are also being used as a tool to measure the questioning techniques implemented by classroom teachers. We will continue to highlight best practices to help those struggling in this area.

Highly effective teachers that arise from these informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.

In addition, these educators will conduct workshops as part of our Parent University. This will be done in an effort to make parents our partners in raising the bar for our students.

Observational reports and evidence will be gathered throughout the year. Revision of lesson plans will occur in accordance with the findings of the informal snapshots. Lessons will clearly scaffold learning and meet the needs of the diverse learners. Learning activities will infuse the Common Core Standards and will incorporate high level critical thinking skills. At the end of each unit of study, students will be expected to engage in performance tasks that require them to take initiative and make choices and demonstrate knowledge.

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

1. The principal and the assistant principal will conduct the informal observations for each teacher. The Academic Coaches will support teachers in their classrooms and Anne Grayson from Creative School Services will provide PD throughout the school year.

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

1. After observing a teacher, we will analyze their HEDI ratings and determine which areas are still in need of improvement. At that point, we will examine the professional development the teacher has engaged in so far and will provide teachers with additional levels of support within the classroom setting.

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

1. The observation process began the first week in November and will conclude the last week in May.

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

1. For the first time the administration has created a teacher resource center in the school. Teachers have access to computers, smartboard, school wide curriculum maps, I CAN statements for every grade, teacher resources and materials. In addition, this center is utilized for our weekly professional development sessions. The workshops are presented based on the needs of the teachers. In August, teachers were asked to complete a Teacher Professional Growth Survey. Teachers were

asked to write their goals for the school year, as well as the areas they believed they needed support in. Based on the teachers' needs, a professional development calendar was created. Additionally, professional development is aligned to the observation process. Following each informal observation, teachers are asked to partake in either a Learning Opportunity on ARIS Learn or an "in-house" professional development that may consist of intervisitations or classroom coaching provided by the two academic coaches.

***Strategies to Increase Parental Involvement***

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

The teachers who are deemed highly effective by the administrative staff, will conduct Parent Universities in the areas that they show mastery in. For example, the administration may highlight a teacher for his/her exceptional use of mathematical manipulatives during instruction. The use of hands-on manipulatives provides a visual representation of the math concept being taught during the lesson. Such a strategy is extremely helpful for parents because many of our students need assistance during homework. Parents can utilize items at home as manipulatives to help their children with mathematical concepts they do not understand. The Parent Universities will be conducted on a monthly basis and will offer parents an enrichment workshop, such as Yoga or craft making, and an educational workshop, like "Using Manipulatives to Better Understand Mathematical Concepts."

In addition, we purchased parent workshops offered by CITE that will offered four times throughout the school year. These workshops will teach our families how to assist their children at home with critical thinking skills and how to infuse the common core learning shifts during family activities.

***Budget and Resource Alignment***

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

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

Both the principal and assistant principal are funded through Tax Levy Fair Student Funding. They are the instructional leaders in the building and they will conduct the walk-throughs and observations throughout the building. The book Framework for Teaching was purchased using OTPS Tax Levy Fair Student Funding money. The CCSS Coach and the Achievement Coach is funded using Title I money and provides teachers with professional development. Following our observations, we assign our coaches teachers to assist in the areas they show weakness. Additionally, our Parent Universities will be funded using Title I Parent Involvement money, grant money and tax levy money. Our contract with Creative School Services is paid for using Tax Levy Fair Student Funding. CITE Parent Workshops is paid for using Title I parent involvement funding.

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, 100% of students will complete Common Core aligned units of study resulting in performance based assessments in each core subject area

#### **Comprehensive Needs Assessment**

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

After a careful review of the student portfolios in June 2014, it was apparent that we needed to raise the quality of student work in all core subject areas. After reviewing the Common Core State Standards and the new State Exams, it was evident that we needed to revise the performance tasks that we were presenting to our students at the end of each unit of study.

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

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

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

All teachers will create curriculum maps that align their lessons with the Common Core Standards in the areas of ELA & Mathematics. During common preparation periods, grade teams will match existing lesson plans and learning activities to the common core standards where connections are found. They will identify resources, such as programs, materials, services and individuals to support instructional delivery of the new standards where no connections are found. This rigorous review of lessons/curriculum will lead to the creation of revised Units of Study in ELA & Mathematics. All lessons included in the Units of Study will include a Unit Outline, the Universal Design for Learning Principals, Instructional Supports, Rubrics, Performance Tasks and Annotated Student Work.

Teachers will submit unit of study lesson plans to the administration. These plans will include exemplary pieces, as well as a rubric specific to the unit of study aligned with the Common Core Standards. This rubric and exemplary pieces will help teachers launch each unit. Teachers will launch each unit of study by presenting each rubric, along with an exemplary student product, to ensure students will understand what is expected of them as readers, writers, and mathematicians before engaging in the process. Throughout the unit, teachers will guide students through conferencing and small strategy groups to assist them in producing a high quality product. Teachers will use important conference notes to help drive instruction. It is expected that teachers understand that their lessons might divert from the plans submitted and new lessons should be infused based upon students' strengths and vulnerabilities. Such rich and thoughtful work will lead to a collection of well-developed lesson plans which will be compiled into rigorous teacher created ELA & mathematics curriculum.

In an effort to raise teacher expectations, during grade meetings teachers and administrators will examine authentic pieces of student work and grade them according to the genre specific rubrics and/or concept specific rubrics. Teachers will score pieces and together discuss their findings. We will use the ATLAS protocols for examining student work. Through this process, teachers will create a standardized practice of measuring student performance in the area of ELA.

Teacher feedback is crucial in improving student outcomes in the area of writing. Teachers will be expected to provide students with constructive feedback that will help them produce on or above grade level writing. Teacher feedback is given during the drafting and revising process. This feedback is discussed with the students during this step of the writing process in an effort to assist the student in improving upon his/her piece of writing. The final feedback will be shared on students' published pieces and will be a clear celebration of how the students implemented the suggestions given during the drafting, revising and editing process.

Students will be held accountable for using teacher feedback when working on publishing a piece of writing.

In addition, an emphasis on the presentation of student published pieces will be refined. Teachers will impart the importance of neatness, proper handwriting and writing mechanics to all students. A sense of pride will be established as student published work is celebrated.

In the area of Reading, students will engage in a thematic book project as a culmination of a unit of study. Students will work on in-depth projects that incorporate the reading comprehension skills that were taught throughout the unit of study, as well as encourage critical thinking skills. Students are required to make self-to-text connections, as well as cite evidence from the text. The performance tasks are aligned with the Common Core Standards and are designed to tap into the students' creativity. Each project contains a content based rubric that will be used to drive instruction, and provide students with feedback that will improve their performance.

All students Pre-Kindergarten – Grade 5 will work toward receiving a level 3 or level 4 on performance tasks in ELA & Mathematics by the Spring.

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

The administration will conduct informal snapshots throughout the school year that will be used to assist teachers in improving upon their craft. In addition, these snapshots are a great way to observe student engagement, as well as student learning. During these snapshots, the administration has the opportunity to review student notebooks, bulletin board displays & student portfolios. The academic coaches will work closely with all teachers as they plan and revise curriculum accordingly.

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

The administration will conduct informal snapshots throughout the school year that will be used to assist teachers in improving upon their craft. In addition, these snapshots are a great way to observe student engagement, as well as student learning. During these snapshots, the administration has the opportunity to review student notebooks, bulletin board displays & student portfolios. Bulletin Board displays enable the administration to see the student products derived from the performance tasks presented in the areas of Reading and Writing. The entire school community understands that every child is held to grade level Common Core Standards, therefore the administration expects all work displayed to be held to high expectations.

Student Portfolios contain the student products derived from the performance tasks presented in Reading and Writing. Writing portfolios will contain drafts that will have teacher feedback. This feedback is an integral component of the writing process, as it enables students to revise their work in order to meet grade level standards. These artifacts will clearly demonstrate the progression and/or refinement of student writing as they engage in the writing process.

Reading portfolios contain student reading logs and reading responses that provide evidence of reading 25 books or more throughout the school year. In addition, Reading performance tasks have been created in the form of book projects and are aligned to the Common Core Standards. Each student will be responsible for completing a performance task at the end of the month. These performance tasks will be scored in alignment with a rigorous rubric. Monthly mock ELA exams and bi-monthly progress reports will be placed in Reading portfolios as well to showcase student progress.

Writer's Galleries are displayed in every classroom consisting of published student work from September to June. This display enables the entire school community to showcase the progression of each writer.

Literature based book projects are displayed in the classrooms. These projects showcase the students' ability to respond to literature in a multitude of ways.

All displays and bulletin boards will contain task sheets aligned to the Common Core Standards, as well as standard based rubrics, teacher feedback and scored student products. The work displayed on the hallway bulletin boards will meet or exceed grade level standards.

Assessment Binders contain reading and writing workshop conference notes. These notes will help teachers drive their instruction. In addition, they will also assist in devising new lessons that will be infused into the reading and writing units of study. Assessment binders will contain teacher notes which detail the feedback given to individual students during each unit.

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

Curriculum planning was taking place throughout the summer months of 2013. Students began to engage in revised units of study and performance tasks beginning in September. All students Pre-Kindergarten – Grade 5 will work toward receiving a level 3 or level 4 on performance tasks in ELA & Mathematics by the Spring

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

All teachers will create curriculum maps that align their lessons with the Common Core Standards in the areas of ELA & Mathematics. During common preparation periods, grade teams will match existing lesson plans and learning activities to the common core standards where connections are found. They will identify resources, such as programs, materials, services and individuals to support instructional delivery of the new standards where no connections are found. This rigorous review of lessons/curriculum will lead to the creation of revised Units of Study in ELA & Mathematics. All lessons included in the Units of Study will include a Unit Outline, the Universal Design for Learning Principals, Instructional Supports, Rubrics, Performance Tasks and Annotated Student Work. . In an effort to raise teacher expectations, during grade meetings teachers and administrators will examine authentic pieces of student work and grade them according to the genre specific rubrics and/or concept specific rubrics. Teachers will score pieces and together discuss their findings. We will use the ATLAS protocols for examining student work. Through this process, teachers will create a standardized practice of measuring student performance in the areas of ELA & Mathematics.

***Strategies to Increase Parental Involvement***

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

Parents will have the opportunity to participate in Parent University throughout the school year. Our coaches will conduct workshops on the Common Core State Standards and will show parents exemplary pieces of writing so that they understand what is expected from each grade level.

***Budget and Resource Alignment***

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

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

Title 1 10% set aside will be used to fund our Achievement Coach.  
 Title 1 & Title IIA funding will be used to fund our Common Core State Standards Coach.  
 Title I 1% parental involvement set aside will be utilized to fund the refreshments for the Parent Universities.

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>		<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p>
	Read Well (K-3)	<p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3<sup>rd</sup>. The method of delivery is small group instruction during literacy blocks of time.</p>	<p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3<sup>rd</sup>. The method of delivery is small group instruction during literacy blocks of time.</p>
	Treasures Intervention Kit (K-2)		
	Reading Plus (3-5)		
	Wilson Reading Systems (2-3)		
	Academic After School Program (3-5)		
Saturday Academy (3-5)		<p><u>Treasures Intervention Kit – Treasures</u> is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.</p>	<p><u>Treasures Intervention Kit – Treasures</u> is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.</p>
		<p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p>	<p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p>
		<p><u>Saturday Academy (3-5)</u> This AIS service</p>	<p><u>Saturday Academy (3-5)</u> This AIS service</p>

		takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.	takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.
<b>Mathematics</b>	<p>Rhymes &amp; Times (1-5)</p> <p>Academic After School Program (3-5)</p> <p>Saturday Academy (3-5)</p>	<p><u>Rhymes &amp; Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts &amp; division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>	<p><u>Rhymes &amp; Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts &amp; division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>
<b>Science</b>	Harcourt Science	<u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction.	<u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction
<b>Social Studies</b>	NYC Social Studies Program	Through the use of the Social	Through the use of the Social

		<p>Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction.</p>	<p>Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction.</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Guidance Counselor Group Counseling At-risk Services provided by the School Psychologist</p>	<p><u>Group Counseling</u> - Students who withhold an IEP for counseling are mandated to meet with the Guidance Counselor. Students who require “At Risk” counseling intervention will meet with the guidance counselor based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work in small groups in a Special Services classroom.</p> <p>Group counseling deals with social issues such as; peer pressure, self esteem, respecting others, bullying, bereavement, divorce and test anxiety.</p> <p>Students who require “At Risk” services will meet with the School Psychologist based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work individually with the school psychologist in a Special Services classroom.</p> <p>The School Psychologist works on strategies and coping mechanisms to deal with issues such as anxiety and behavioral concerns regarding the student’s disability.</p>	<p>Group Counseling is scheduled based on the IEP.</p> <p>At – risk services provided by the school psychologist takes place on an as needed basis.</p>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

As an administration we strive to highlight best practices demonstrated by our staff. Best practices are quite evident as we conduct informal observations, building walk-throughs, and have discussions with grade teams during weekly congruence sessions. As a cabinet, we speak about our findings and match best practices with the goals set forth for our school. A Professional Development calendar is crafted. Grade teams/specific target teachers are invited to attend PD Sessions held during the day at a congruence meeting. After the Professional Development session, teachers reflect on the learning, complete reflection sheets and discuss with their grade team and supervisors how they plan to implement the best practice they observed into their own classrooms.

This school year launched with Professional Development Sessions focusing upon creating a sense of consistency within the school. A Professional Development session held early in the year focused on Classroom Environments. Model classrooms were visited and teachers had the opportunity to take notes and reflect upon their findings. As a result of this PD Session, a sense of consistency is evident amongst our classrooms and our classrooms environments reflect cohesiveness.

This year we have hired Creative School Services to assist in providing PD Opportunities to enrich and extend the curriculum. In addition, we take advantage of all professional development opportunities offered by our Network. EngageNY's PD opportunities will continue to expose the staff to PD opportunities both in school and on their own time. Teacher leaders are encouraged to seek out PD opportunities relevant to their grade teams. With the mandated Monday PDs, our PD committee has created a relevant and meaningful PD calendar. PD is planned based upon teacher need and feedback shared by the administration through weekly informal classroom observations. In addition, I intend to build teacher capacity by allowing teachers to understand what is expected of them, not only through conversation, but also through observation. A key component of a PD will be highlighting a teacher's practice from within my school. Teachers who have demonstrated stellar instructional practices will open their classrooms to inter-visitations so their colleagues can learn from their instruction. Highlighting best practices will serve as a PD opportunity for the rest of the staff. Learning from each other is powerful. Teachers will also open their classroom doors and serve as "model sites" for PD provided by Creative Learning Solutions. This will assist the staff in understanding how the methodologies being presented are applicable and possible within our school.

PD has been provided on questioning using the DOK question stems. Teachers have infused the DOK question stems into the lesson plans and use a DOK question sheet to assist and guide them in asking higher order thinking questions. Teachers will begin to infuse Sandra Kaplan's Depth and Complexity into their lesson

planning. Additionally, teachers will begin to explore Reciprocal Teaching techniques. Coaches will work with teachers to ensure that higher level questioning and conversation prompts are infused into the lesson plans. Informal classroom observations are also being used as a tool to measure the questioning techniques implemented by classroom teachers. We will continue to highlight best practices to help those struggling in this area.

In an effort to support new teachers and teachers in need of additional support with classroom management, a PD Session was hosted by a 5<sup>th</sup> Grade teacher that demonstrates strong classroom management techniques. Teachers that attend this PD Session had the opportunity to observe classroom management techniques that focus upon positive reinforcement and building independence and student character. This PD Session proved to be quite successful, as uniformity in behavior management arose.

A third grade teacher was highlighted for her best practice of infusing learning centers into her classroom. This teacher learned of the value of learning centers during the summer when she attended Confratute. The implementation of centers into her room provided students with the opportunity to complete differentiated independent center work. Teachers of higher exponent classes were invited to this session and created centers in their rooms. The creation of centers allows for teachers to differentiate instruction and focus in on instructing small strategy groups. The fervor for the creation of learning centers has been sparked as other classroom teachers have begun to implement the use of centers as well.

A 5<sup>th</sup> Grade teacher hosted a Professional Development session that highlighted the use of a homemade Lesson Plan Books and Data Assessment Binders that she and her colleague had created. The creation of this book lead discussions about the importance of consistent methods of data collection grade-wide, as well as school-wide. As this teacher highlighted her work, grade teams began to speak about how they would like to create assessment binders that met the individual needs of their specific grade. Grade teams planned together what data spreadsheets they wanted to include in their assessment binders. Spreadsheets that would aide in the collection of both hard and soft data specific to grade needs were created by grade teams. Alongside the academic coach, lead teachers on each grade worked together to create individual class assessment binders specific to grade set goals.

At P.S. 132, teachers engage in Professional Development both in and out of house. For the past nine years, teachers who have showed interest in learning more about differentiation during the summer months, attended Confratute at the University of Connecticut. These teachers then turn key their new found knowledge during common preps with their colleagues. Teachers have also participated in Professional Development around the following areas and have presented the content to the appropriate personnel; Title 2B Math Grant, RTI, SESIS & Common Core State Standards. We proudly celebrate teachers and their best practices by selecting teachers to present Professional Development Sessions at congruence meetings. Teachers are selected to present PD based upon the work they do within their classroom settings to support differentiation, their use of data to drive small strategy group instruction and the consistency amongst the classrooms which results in a feeling of school wide cohesiveness.

### **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).

Highly effective teachers that arise from informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal

observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.

For the first time the administration has created a teacher resource center in the school. Teachers have access to computers, smartboard, school wide curriculum maps, I CAN statements for every grade, teacher resources and materials. In addition, this center is utilized for our weekly professional development sessions. The workshops are presented based on the needs of the teachers. In August, teachers were asked to complete a Teacher Professional Growth Survey. Teachers were asked to write their goals for the school year, as well as the areas they believed they needed support in. Based on the teachers' needs, a professional development calendar was created. Additionally, professional development is aligned to the observation process. Following each informal observation, teachers are asked to partake in either a Learning Opportunity on ARIS Learn or an "in-house" professional development that may consist of intervisitations or classroom coaching provided by the two academic coaches.

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

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

The proper amount of funding is allocated for students in temporary housing using Title 1 funding. Revisions are made to the allocations based on need.

**SWP Schools Only**

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

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

Our students in Pre-Kindergarten are held to the Common Core State Standards. Pre-Kindergarten teachers are expected to plan curriculum that is aligned to Common Core. Students are expected to know all of their letters and sounds by the end of Pre-Kindergarten. Teachers expose their students to pre-literacy skills, mathematical concept, social studies and science units of study. Such rigorous instruction ensures our students are prepared for the elementary school program.

**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.

Every week, classroom teachers meet with the administration to discuss curriculum planning, assessments and student progress. On a monthly basis, teachers and the administration analyze student work and data using the ATLAS protocol. During this session, teachers are asked to examine student work taking notice of any trends, patterns and/or observations they have. Then they discuss what they think the data/student work suggests. Teachers then determine what the implications for classroom practice are. Teachers are empowered to facilitate examining student work sessions, along with the academic coaches' support. Teachers are required to create a plan of action for their next steps in the classroom once they identify students' weaknesses and areas of strength.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- host a Parent University based on the needs of the parent body, as well as to keep parents informed about the current NYCDOE & Statewide mandates. Some of the Parent University topics include; homework help, Common Core State Standards, ELA & Mathematics instruction support & preparing for the NYS Exams.
- parents will receive a monthly progress report that will inform parents of their child's raw score and/ or reading level. In addition, the progress report will also include the areas students are showing progress in and the areas of weakness.
- parents are provided with their ARIS link id and password so that they can continue to keep track of their students' achievement scores.
- during parent teacher conferences in the fall, parents in grades 3-5 were given the ARIS Parent Link in an effort to have them work their child in the areas of ELA & Mathematics.
- on a monthly basis, each grade sends a curriculum newsletter home informing parents of the current and future units of study. This informative newsletter provides parents with a clear description of the areas of study throughout the month, enabling the parents to support the instruction in the home.

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$509,261.94	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$136,031.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,907,055.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 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.
- **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.
- **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:

- **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.

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>307</b>	District <b>14</b>	School Number <b>132</b>	School Name <b>The Conselyea School</b>
Principal <b>Beth Lubeck</b>		Assistant Principal <b>Danielle Santoro</b>	
Coach <b>Tanya Napoli</b>		Coach	
Teacher/Subject Area <b>Marilyn Tirado/ELL</b>		Guidance Counselor <b>Beatrice Vasquez</b>	
Teacher/Subject Area <b>Angela Aragona/AIS</b>		Parent <b>Christa Masullo</b>	
Teacher/Subject Area <b>Denise Amore/IEP</b>		Parent Coordinator <b>Yvonne Garguilo</b>	
Related Service Provider <b>Nicole Dashman</b>		Other	
Network Leader <b>Ada Orlando</b>		Other	

### B. 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>731</b>	Total Number of ELLs	<b>31</b>	ELLs as Share of Total Student Population (%)	<b>4.24%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
- 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.

P.S. 132's staff identifies English Language Learners by offering the parents a Home Language Survey (HLIS) at the time of registration in order to identify the child's language proficiency. If the child is identified as an eligible candidate for either Bilingual education or English as a Second Language (ESL) instructional services, an informal interview is given to the candidate. Following the informal interview, the candidate is given the Language Battery Assessment (LAB-R). The purpose is to identify the child as an English Language Learner or English Proficient. Our certified ELL Provider conducts the initial screening and administers the LAB-R. An entitlement letter is then provided to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days. Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will continue until the child becomes proficient.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL students and they can visit the classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the majority of our parents select the ESL instructional program. Any parent who wishes to have the child enrolled in bilingual services or a dual program, accommodations are made to assist our families in finding placement within the district.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14		3	8		5	0		1	22
<b>Total</b>	<b>14</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>22</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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																
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	6	2	7	1								18
Chinese		1		1	1									3
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French					1									1
Korean					1									1
Punjabi														0
Polish	1													1
Albanian														0
Other	1			2	1	1								5
<b>TOTAL</b>	4	2	7	5	11	2	0	0	0	0	0	0	0	31

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - 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])?
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)?
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 enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - 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 ELLs identified as having special needs.

In the Push-In/Pull Out ESL program we have 31 students, from grades Kindergarten - Fifth. The ELL students range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out services. The program model is homogenously grouped according to their proficiency levels.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL students in the ESL program are fully certified. In order to help students to progress, we provide a push in/pull out program to be implemented during reading instruction. The primary goal for our literacy program is to assist students in achieving English Language proficiency within three years. Our endeavor is to:

- Enrich the literacy and academic skills of ELLs who participate in the program.
- Incorporate recognized and researched- based ESL instructional strategies across content subject areas.
- Give students the skills to perform at city and state grade levels in all subject areas.
- Plan collaboratively between ESL and ELA teachers for each unit.

Our ELA and ELL providers assist the students during classroom instruction. Conferencing, informal assessments, running records and AIS services are done in class as well as during pull out sessions.

In mathematics, in order to ensure our students' academic success, we embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to familiarize themselves with mathematical language, such as reading, solving word problems, and using the interactive math word wall.
- Incorporating writing as a component of the mathematics lesson, for example, journals.
- Provide opportunities to execute problem solving strategies, both written and verbally, to justify their answers.
- Ensure the identification and analysis of student strengths and weakness to drive and differentiated instruction.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

\*An informal student assessment to identify the student's Academic Intervention Service needs.

\* A buddy system pairing the new student with another student in his/her class that will assist during the day with daily lessons and classroom routines.

\*Encourage students to participate in the Saturday Program and After School activities.

Plan for SIFE: At the present time, we do not have any SIFE students in our school. However, our plan of action would be to provide the students with academic intervention services in both ELA and Math. In addition, we would provide these students with ELL after school ELA and Math Program.

Plan for Long Term ELLs:

Our action plan for long term ELLs is to monitor the progress of students in all content areas and to differentiate instruction for literacy and mathematics. Our long term ELLs are provided with the following:

- AIS services in both Literacy and Mathematics.
- An After School ELA and Math program, targeting reading, writing, and math skills.
- Long term ELLs are encouraged to attend our ELA/Writing and Math Saturday program.

Plan for Special Needs Students:

Our policy for special needs students includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and members of the School Based Support Team that are familiar with IEP mandates.
- Monitoring newcomers and SIFE students for possible special needs status when necessary.

Our ELL students with special needs are encouraged to attend the following:

- After School ELA/Writing and Math program.
- AIS services in both Literacy and Mathematics.
- ELA/Writing and Math Saturday program.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### **Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.



## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for struggling ELL students and those performing below grade level.
- After School classes to help students on all levels to become familiar with the format of the NYSESLAT.

### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, our plan is to:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Foster collaboration between classroom teachers and ESL teachers to create a stable or strong learning community.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in conversations.
- Incorporate all language modalities during the lesson, for example group discussions and journals.
- Ensure that teachers analyze student's data to identify strengths and weakness and utilize the findings to drive differentiated instruction.
- Encourage teachers to participate on professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Academic coach works closely with all classroom teachers and ELL teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and glossaries in the classrooms.

### Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

Our ESL program is delivered in English. All the services are provided according to the student's grade and proficiency level. ELL students

who have reached the proficiency level on the NYSESLAT are given extended time on all State Exams for two years. In the case that the school offers a Reading or Mathematics After School or Saturday program, the former Ells are strongly encouraged to participate.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Not applicable

### D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher attends Professional Development Workshops offered by the Community Learning Support Organization on a monthly basis. These workshops provide scaffolding techniques to help our ESL teachers with instruction for our ELL students. These methods are then turn-keyed to each teacher on each grade level during a common congruence period. Our ELL teacher attends weekly congruence meetings in our School Based Support Team room in order to plan effectively and know the daily lessons the students are currently learning. Teachers value the importance of constant communication in order to meet the needs of our English Language Learners.

### E. Parental Involvement

1. Describe parent involvement in your school, including 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?

There is a Parent Orientation in September for every grade. At this meeting, the teacher has the opportunity to introduce herself, or himself. Monthly and yearly goals and expectations are discussed as well as classroom rules and school policies.

A parent survey is distributed in the Fall to assess what future workshops parents are interested in attending, for example, how to better assist children when completing their homework. Parent workshops are then conducted based on the needs and interest of the parents. These workshops will be advertised on flyers and community posters as well as on our school website. Translation is available.

Our school holds various parental involvement activities. At Halloween time, a Harvest Festival is held in our cafeteria, gym and courtyard. This activity includes food, games and fun for all. To celebrate Read Across America, our staff, children, parents and community guest readers, all dress in comfortable pajamas and march in a parade. To welcome the Spring, A Kite Festival is held in a local community park where colorful kites are flown with music, food, crafts and fun-filled activities. This year, we have added to our festivities with a school-wide Walk-a-thon.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)	4			1	1	1								7
Intermediate(I)		2	1	1	1	1								6
Advanced (A)			6	2	9	1								18
Total	4	2	7	4	11	3	0	0	0	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0								0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math _____				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

### B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

At P.S. 132, we gather data from a multitude of sources. We utilize E-CLAS II, GROW Reports (NY START), Acuity ( Predictives and ITAs), ARIS, State Test Results, ELL Predictives, Student Portfolios, Teacher Observations and Assessments, Parent Surveys and School-wide assessments. Through the use of the above sources, we are able to constantly monitor student growth and achievement. The classroom teachers use E-CLAS as a valuable tool to know their students' strengths and weaknesses, which, in turn, affects their planning and then instruction. The teacher also uses E-CLAS results to properly and effectively group students.

Our administration, teachers, and support staff have utilized spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers, and support staff to have a clear insight into each student's areas of strengths and weaknesses.

We believe that accurate assessment drives strong instruction. We use data to support our ELL learners in reaching their fullest potential. Monitoring ELL student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data, our students will make greater academic strides as they approach grade level.

After an in-depth review of our data, we decided that our formal spreadsheets will be reorganized to include AIS and ELL services. This will enable each classroom teacher to gain an accurate picture of student and program success. This will also aid each AIS Specialist and ELL teacher in maintaining accountable records. This reorganization will keep data collection consistent and cohesive throughout the entire school community. Through the use of technology and software, we will expand our AIS services to better help our at risk students, for example, Special Education, ELL and AIS students. It is our hope that this will provide our struggling students with the additional practice that is

needed.

We determine whether our ELL program is successful in a number of ways. Our school analyzes the New York State ELA and Mathematics test scores, and the NYSESLAT test scores. Student work, as well as their proficiency level in the ELL program, are also viewed. If a child has not made any progress, it is evident that additional support is necessary. However, we are confident that our ELL program is successful, as our students have made gains on the New York State ELA and Mathematics exams. We are proud of our ELL population and their academic achievement. Six of our students have reached the proficiency level in Speaking, Listening, Reading and Writing. These children are no longer in need of ESL services.

The NYSESLAT data shows that ELLs are making gains within their proficiency level or, in some cases, by moving to the next proficiency level to become language proficient. In our ELL program, our students are on various levels, ranging from Beginner to Advanced. The strongest area for our intermediate and advanced students is in Speaking. It is in the areas of Reading and Writing that our students are most in need of improvement. We observed that this is true with our long term ELLs.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable. Students who are former ELLs are receiving higher test scores than non-ELLs students across the grades.

P.S.132 is an elementary school that has a population of 731 students. Twenty four percent (24%) of the students are English Language Learners (ELLs). Fifty eight percent (58%) of the English Language Learners are from Spanish speaking countries and the other forty two percent (42%) are from other linguistic backgrounds. Based on the New York State English as a Second Language Assessment Test (NYSESLAT), twenty three percent (23%) of the ELLs are beginners, nineteen percent (19%) are intermediate and fifty eight percent (58%) are scoring at the advanced level. The level of proficiency for Kindergarten students is Beginner, while the level of proficiency for grades one through five students range from Intermediate to Advanced. The ELL teacher provides instruction using the homogeneous program model (proficiency levels are the same in one class). In addition, sixteen percent (16%) of the ELLs are newcomers. These newcomers are distributed across all grade levels.

## 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.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Rourke's ELL Intervention which provides the ELL teacher the tools to build students' language proficiency, vocabulary, reading comprehension and reading fluency with an emphasis on academic content. The unique combination of prompted oral language lessons combined with sight and sound assisted eBooks, lap books, and student books provides differentiated instruction, models, and practice while students are engaged in Science, Math, and Social Studies.

- The Rosetta Stone program is incorporated into instruction providing hands on technology access to all ELL students.

The English as a Second Language Program provides full service in English. Students are allowed to use their native language with the teacher and/or peers to express an understanding or to ask for clarification. A variety of books are available to support instruction. Students are also welcome to take books home.

## Part VI: LAP Assurances

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<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.

<b>Part A: School Information</b>	
Name of School: P.S. 132 The Conselyea School	DBN: 14K132
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**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: 2  
# of content area teachers: N/A

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: ESL is provided to 50 students within our K-5 population. Students scoring at beginner and intermediate levels receive 360 minutes of instruction within the context of Reading, Writing and Math Workshops. Advanced students receive 180 minutes of ESL instruction per week. We provide a push in/pull out program which is implemented during Reading and Mathematics instruction. Health, Computers, Art, Performing Arts & Music instruction is provided to ELLs in English. On staff we have two certified ESL teachers who provide ESL instruction to our ELL students. Our ESL teachers will offer parent orientations at P.S. 132 in early Fall and in the Spring.

In addition to all of the academic support provided to our ELL population throughout the school day, ELL students are offered the opportunity to attend a rigorous After School Program which runs simultaneously with our Academic Test Preparation Program. The administration strongly believes it is imperative that our ELL teacher provides test preparation support to our upper grade ELL students because they need to meet grade level standards. Our ELL teacher provides additional support, after school hours on Wednesdays & Thursdays, to prepare our ELL students for the Statewide ELA & Mathematics exam. The program services from 20 to 30 students two days a week for one and a half hours each day for 20 weeks. In addition, a Saturday Academy will be offered to all ELL students for 3 hours a day for 7 weeks prior to the Statewide Assessments. The ELL teacher, and another Bilingual certified teacher, will provide small group instruction in the areas of ELA and Mathematics. Title III funds will be used to purchase supplementary libraries, writing materials, software and resource books.

**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: Our ELL Title III teacher will continue to attend monthly Professional Development Workshops offered by the Children's First Network during the school year. These workshops will provide our ELL teacher with techniques to assist our ELL learners. Additionally, our ELL teacher attends professional development provided by our reading program, Treasures, as well as our

### Part C: Professional Development

math program, Math in Focus: A Singapore Approach to Teaching Mathematics. Most of the school day, our ELL teacher pushes in the classrooms to instruct her students, therefore it is imperative that she is fully trained in the ELA and Mathematics programs utilized in the school. Our ELL teacher is also involved in all professional development around the State wide test preparation. My testing coordinator and data specialist turn key all new information regarding the state wide test to the ELL teacher. This ensures her instruction is cohesive with the instruction taking place in the classrooms. Title III will also provide direct professional developments for the Title III teachers working in the after-school program and the Saturday program. The assistant principal schedules the professional development workshops for the ELL teacher. The administration, along with the Achievement Coach and Common Core State Standards Coach, will conduct workshops on, Mathematical Strategies for ELLs in January 2015, Bridging the Gap in ELA in February 2015, Bridging the Gap in Mathematics in March 2015. Our ELL teacher will attend grade level meetings as needed. This will allow the classroom teachers the opportunity to share success and concerns with the ELL provider. ELL instructor will provide instructional strategies to assist the classroom teachers better serve their ELL students. P.S. 132 devotes common prep planning sessions to analyze data. Each teacher reviewed their current class' data to help launch instruction based upon every student's individual needs.

To assist with our professional development needs, we hired CITE to present a workshop for our ELL parents "Making COnections for our Ells" in December 2014. Ongoing to 2016.

We empower our staff to make suggestions regarding the professional development they would like to participate in. Teachers are afforded the opportunity to attend professional development workshops. We understand the importance of sharing their best practices with their colleagues. We also encourage inter-visitations within our own school environment. These inter-visitations are dedicated to visiting a classroom where a teacher is implementing a best practice with a group of students. We feel sharing these practices are crucial for continued growth and development as educators.

### 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: In an effort to increase parental engagement with our ELL parents, we will conduct a ELL Parent University on a monthly basis to assist in the following areas; homework help, Common Core State Standards, ELA & Mathematics instruction support & preparing for the NYS Exams. The coaches & ELL teacher will conduct the ELL Parent University.

In addition, ELL parents will receive a monthly progress report that will inform parents of their child's raw score and/ or reading level. In addition, the progress report will also include the areas students are showing progress in and the areas of weakness. ELL Parents are also provided with their ARIS link id and password so that they can continue to keep track of their students' achievement scores. During parent

**Part D: Parental Engagement Activities**

teacher conferences in the fall, parents in grades 3-5 were given the Acuity website in an effort to have them work their child in the areas of ELA & Mathematics.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$5,488 - Per Session for After School ELL Instruction  \$1232 - Per Session for Saturday Academy	2 bilingual teachers will teach the ELL After school program for 108 hours 1 bilingual teacher will teach the ELL Saturday Academy program for 24.4
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1,120 - Professional Development Workshop Presented by CITE	CITE will present a parent workshop for our ELL parents entitled, "Making Connections for our ELLs" in December 2014.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,240 - Workbooks for after school and Saturday Academy	Common Core Aligned NY Ready workbooks will be purchased for our after school and Saturday ELL programs.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$1,120 - Parental Involvement money	Refreshments and parent resources will be purchased for our Parent Universities conducted throughout the school year.
<b>TOTAL</b>	_____	_____

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

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

DBN: **14K132** School Name: **The Conselyea Street School**

Cluster: **4** Network: **412**

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

**Part A: Needs Assessment Findings**

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

The Parent Coordinator, along with the ELL teacher conducted a survey to each family identifying the number of families in need of translation. The school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language.

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

The survey showed that 150 families were in need of written translation and oral interpretation in their native language

## Part B: Strategies and Activities

---

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

All written correspondence such as the monthly parent newsletter, parent notices, report cards, etc. will be distributed concurrently in all necessary translations. If the written translation is not provided through the Board of Education, we will use our ELL teacher.

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.

All PTA meetings, parent workshops, Parent Teacher Conferences, etc will be conducted in all necessary translations. Our ESL teacher, Family Worker and Paraprofessional as well as parent volunteers will provide oral interpretation services as needed.

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

Prior to student's enrollment, the school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language. We will provide written translation of all correspondence and oral interpretation during any school meetings or events.