

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PS 231K  
**DBN (i.e. 01M001):** 75K231  
**Principal:** JUDE A. ARTHUR  
**Principal Email:** JARTHUR2@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ADRIENNE EDELSTEIN

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jude A. Arthur	*Principal or Designee	
Jacqueline DeMaria	*UFT Chapter Leader or Designee	
Berglind St. Louis	*PA/PTA President or Designated Co-President	
Maria Cruz	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	
Berangere Pierre-Louis	Member/ PA/PTA President or Designated Co-President	
Cindy Donahue	Member/ Parent	
Ivy Mai	Member/ Parent	
Doris Dunn	Member/ Parent	
Antoinette Bianco	Member/ Staff	
Elizabeth Cantanese	Member/ Staff	

\*\*Signature of constituent only indicates participation in the development of the CEP, 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>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.

By the end of the 2014-2015 school year, 100% of students participating in standardized assessment in grades K-5 will demonstrate an average increase of at least 1.5 reading levels as evidenced by the Fountas and Pinnell assessment using informational text.

### **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.

- Assessment drives instruction. PS 231K is committed to using a variety of assessment instruments (and the subsequent data generated) as diagnostic, formative and summative tools, which inform our academic interventions as well as instruction for individual students. As indicated in the recent Quality Review report, “The school makes purposeful choices about curricula based on past student performance and *school-based benchmark assessments* [emphasis added] that ensure academic tasks are focused on students with a range of learning needs” (see Quality Review Report dated January 13, 2014, p. 3). Administration and classroom teams at PS 231K understand that growth in students’ independent reading levels is an important indicator of student achievement and one measure of accountability within the overall school improvement process.
- A review of our 2013-2014 Fountas and Pinnell independent reading level data for those students who participate in standardized assessment indicates the following:
  - 96.43% of students demonstrated one (1) or more reading levels of growth
  - 91.07% of students demonstrated two (2) or more reading levels of growth
  - 64.29% of students demonstrated three (3) or more reading levels of growth
  - 35.72% of students demonstrated four (4) or more reading levels of growth
  - 19.65% of students demonstrated five (5) or more reading levels of growth
  - 12.51% of students demonstrated six (6) or more reading levels of growth
  - 10.73% of students demonstrated seven (7) or more reading levels of growth
  - 7.16% of students demonstrated eight (8) or more reading levels of growth
  - 5.38% of students demonstrated nine (9) or more reading levels of growth
- Fountas and Pinnell student achievement data from school year 2013-2014 was further disaggregated based on grade levels for students who participate in standardized assessment which demonstrated the following growth:
  - Students in kindergarten demonstrated an average increase of 4.0 reading levels
  - Students in Grade 1 demonstrated an average increase of 2.87 reading levels
  - Students in Grade 2 demonstrated an average increase of 3.00 reading levels
  - Students in Grade 3 demonstrated an average increase of 3.69 reading levels
  - Students in Grade 4 demonstrated an average increase of 3.64 reading levels
  - Students in Grade 5 demonstrated an average increase of 3.73 reading levels
  - Students in Grade 6 not represented in the data collection
  - Students in Grade 7 demonstrated an average increase of 4.25 reading levels

Students in Grade 8 demonstrated an average increase of 2.0 reading levels

### **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. Curriculum Mapping/Pacing:**

A review of data informed the instructional cabinet in selecting a literacy curriculum (Engage NY) that is aligned with the Common Core Learning Standards (CCLS). Teacher and grade-level teams met in June 2014 and November 2014 to review and pace the curriculum appropriately based on students’ collective needs. The resulting pacing calendars and corresponding curriculum are reflective of the major ELA content of the grade and the

needs of those students who participate in standardized assessment. ELA instruction is divided into block scheduling; block 1 consists of the Engage NY curriculum which exposes students to grade level, CCLS aligned content. Block 2 incorporates the intervention literacy program, Science Research Associates (SRA) to build requisite foundational literacy skills. This instruction is done in conjunction with MyOn, another intervention program that provides students with an online library of appropriately leveled texts that students and families can access on the iPad. Our instructional cabinet continuously tracks student progress based on information from all the sites within the organization and identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.

2. Teacher Teams:

Highly effective Teacher Teams Meetings (TTMs) have long been a fixture at PS 231K as was noted in our most recent Quality Review, “During a collaborative team meeting, teachers discussed multiple ways to appropriately challenge students so that all students have equal access to the curriculum. The teacher teams analyze student work to identify strengths, areas of growth and next steps for instruction.” The reviewer went on to document, “All Teachers across sites are active members of collaborative teams focusing on the implementation of the CCLS and integrating the instructional shifts as outlined in the CIE, consistently across the school” (see Quality Review Report dated January 13, 2014, pages 3 and 6). PS231K continues our commitment to this important collaborative work, which is now identified as one of the six elements in *The Capacity Framework*, with the goal of creating a safe space for teachers to participate in professional development within a culture of respect and continuous improvement. We continue to expand these teams as we refine various protocols and inquiry for the analysis of student performance data as well as student work products. Teacher teams across the organization use a variety of protocols (including but not limited to the ATLAS protocol developed by the National School Reform Organization) to develop a uniform process for collaborative analysis of student work. Similarly, teacher teams engage in discussions around the school vision and personal belief systems (e.g., how students learn best...) with the goal of sustaining highly effective teacher teams and practices. In addition, we continue to monitor and improve the efficacy of our TTMs through exercises derived from *The Five Dysfunctions of a Team* by Patrick Lencioni.

3. Commitment to Instructional Coherence:

PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, TTM structures and protocols, inquiry bulletin boards across sites, school-based website, collaborative instructional cabinet meetings, common planning time, uniform assessments and universal curriculum options. With regard to the Chancellor’s *Capacity Framework*, the commitment to instructional coherence is inclusive of the six elements of the framework: Trust, Effective School Leadership, Strong Family-Community Ties, Supportive Environment, Collaborative Teachers and Rigorous Instruction. Our school’s commitment to instructional coherence is also evident during School Leadership Team (SLT) meetings where the parent body is encouraged to share their thoughts about ways to improve our school. Since 231K is a multi-sited school organization, SLT meetings will occur at different sites throughout the year (contingent on the availability and schedule of the parent body). SLT meetings will contribute to maintaining our existing strong family ties and reinforce our mantra of “many sites, one school.”

4. Balanced Literacy:

5. Over the past four (4) years, PS 231K has implemented a direct instruction literacy program (SRA) in conjunction with elements of Balanced Literacy practice in order to provide targeted academic intervention and build foundational skills. As we have developed coherence within SRA instruction, student performance data reflects mastery of foundational reading skills. This, in turn, has allowed us in 2014-2015 to dig deeper into higher-order thinking skills through Balanced Literacy practices with specific attention to the independent reading model across our classrooms and sites. The work for this year, and going forward, is around supporting our teachers and our Teacher Teams in developing coherence.

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

1. Curriculum Mapping:

Key personnel to implement this strategy include the instructional cabinet, comprised of unit coordinators and administration who collaboratively participate in the process of reviewing student performance data and curriculum selections with the overall goal of increasing students’ independent reading levels. This interdisciplinary approach to curriculum mapping promotes trust among the stakeholders within the PS 231K community, which is also in keeping with the fifth element of *The Capacity Framework*. The principal will allocate per session funding to support this work. In addition, creative scheduling will be strategically employed to foster collaborative planning and to deepen teachers’ proficiency with regard to improving students’

independent reading levels using informational text. The collaboration by teachers, related service providers and paraprofessionals helps to cultivate rigorous and supportive instruction in keeping with the first element of *The Capacity Framework*.

2. Teacher Teams:

Key personnel to implement this strategy include the instructional cabinet (comprised of unit coordinators and administration) and teachers. The administration and UFT will continue to work collaboratively to identify weekly time in the schedule to accommodate regular and uninterrupted TTMs.

3. Commitment to Instructional Coherence:

- a. Across sites: Key personnel to implement this strategy include the instructional cabinet. Resources include the use of school-wide curricula o, ptionscurricula maps and weekly instructional cabinet meetings with representation from each site (supported by per session funding).
- b. Across teacher teams: Key personnel to implement this strategy include the instructional cabinet and teachers. A school-wide, goal-specific pacing calendar is employed to promote coherence. Teacher teams share their work across sites through site bulletin boards and a school based website which detail the work of each team. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. Samples of student work, teacher team feedback, and implications for pedagogical practices are routinely shared for professional development across teams and within the organization.
- c. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include grants obtained by the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MoSL funding, citywide instructional expectation funding and the Resolution-A funding from our council representatives.
- d. The aforementioned elements of instructional coherence, curriculum mapping and teacher teams, have a common element: effective and collaborative school leadership. Every component of the action plan related to this goal includes the guidance, assistance and collaboration of the school's administration.

4. Balanced Literacy:

Key personnel include our instructional cabinet members who identify and support highly effective literacy instruction (e.g., independent reading time) and best practices across the organization through targeted professional development, staff inter-visitations, and feedback aimed at corrective instruction.

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

1. Curriculum Mapping:

- a. By January 2015, curriculum mapping will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 90% of all students who participate in standardized assessments.
- b. By March 2015, curriculum mapping will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 95% of all students who participate in standardized assessments.
- c. By June 2015, curriculum mapping will contribute to an increase in 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 100% of all students who participate in standardized assessments.

2. Teacher Teams:

- a. By January 2015, collaborative inquiry during teacher team meetings will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 90% of all students who participate in standardized assessments.

- b. By March 2015, collaborative inquiry during teacher team meetings will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 95% of all students who participate in standardized assessments.
- c. By June 2015, collaborative inquiry during teacher team meetings will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 100% of all students who participate in standardized assessments.

**3. Commitment to Instructional Coherence:**

- a. By January 2015, P231K's commitment to instructional coherence will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 90% of all students who participate in standardized assessments.
- b. By March 2015, P231K's commitment to instructional coherence will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 95% of all students who participate in standardized assessments.
- c. By June 2015, P231K's commitment to instructional coherence will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 100% of all students who participate in standardized assessments.

**4. Balanced Literacy:**

- a. By January 2015, PS 231K's balanced literacy practices will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 90% of all students who participate in standardized assessments.
- b. By March 2015, PS 231K's balanced literacy practices will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 95% of all students who participate in standardized assessments.
- c. By June 2015, PS 231K's balanced literacy practices will contribute to an increase of 1.5 reading levels, as measured by Fountas and Pinnell assessments using informational text, for 100% of all students who participate in standardized assessments.

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

**1. Curriculum Mapping**

- a. September – November 2014: The instructional cabinet will analyze student performance data for those students who participate in standardized assessments, specifically the Fountas and Pinnell assessment, to identify and/or affirm 2014-2015 CEP goals related to reading comprehension of increasing complex informational texts.
- b. September – November 2014: Classroom teams will administer running records as part of student portfolio baselines using the Fountas and Pinnell independent reading level assessment tool. The instructional cabinet will continuously track student progress based on information from all the sites within the organization and proposes corrective strategies to maximize student achievement.
- c. September 2014 - June 2015: Classroom teams track student progress and make instructional decisions based on available student performance data.

**2. Teacher Teams**

- a. September 2014 - January 2015: Teacher teams and/or classroom teams engage in development of student portfolio binders and begin identifying instructional needs and strategies to support student achievement in reading comprehension.
- b. **ASSESSMENT WINDOWS** to administer running records using Fountas and Pinnell are as follows:
  - I. Week of October 27, 2014 (Baseline)

- II. Week of January 26, 2015 (Mid-line “Winter” assessment to determine whether 90% of target population has achieved a 1.5 increase in reading levels)
- III. Week of March 16, 2015 (Mid-line “Spring” assessment to determine whether 95% of target population has achieved a 1.5 increase in reading levels)
- IV. Week of May 25, 2015 (End-line assessment to determine whether 100% of target population has achieved a 1.5 increase in reading levels)
- c. January - March 2015: Teacher teams and/or classroom teams across sites will engage in collegial review of the student work contained in these binders (e.g., running records), begin identifying instructional needs and strategies to support student achievement in reading comprehension.
- d. March - June 2015: Teacher teams and/or classroom teams across sites will engage in collegial review of student portfolio binders, continue reviewing the student work contained in these binders (e.g., running records) and continue identifying instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.
- e. June 2014: the instructional cabinet in collaboration with representatives from the PS 231K community will propose adjustments to curriculum maps and instructional strategies based upon collegial review from the teacher team meetings and classroom team feedback.

3. Commitment Instructional Coherence:

- a. September 2014: First day of school orientation and presentation of PS 231K’s Theory of Action entitled, “Why We Do What We Do...Our Theory of Action” which reads:
  - If teachers use assessment tools to collect data for all students, then teachers will be able to articulate what students know and are able to do.
  - If teachers are able to articulate what students know and are able to do, then teachers can identify new content and skills they need to teach.
  - If teachers can identify new content and skills they need to teach, then students will learn the new content and skills that will move their learning forward.
  - If students learn new content and skills that moves their learning forward, then students will be prepared to find their niche in an ever-changing workforce.
- b. September 2014 - June 2015: Across sites, administrators perform bulletin board walks and give teachers targeted feedback regarding instructional processes and student work.
- c. September 2014 - June 2015: Across classrooms, administrators engage in a process of norming and calibrating teacher ratings and feedback processes.
- d. December 2014 - June 2015: Across sites, end-of-unit assessments take place.
- e. November 2014 - February 2015: Across sites, teachers engage in a collegial review process to assess rigor and accuracy of work products.
- f. September 2014 - June 2015: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence.

4. Balanced Literacy:

- a. September 2014 - June 2015: Teacher observation feedback focuses on balanced literacy priorities (e.g., independent reading) as outlined by the instructional cabinet.

1.

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

1. Curriculum Mapping:

Scheduling to accommodate weekly teacher team meetings; creative scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

2. Teacher Team Meetings:

Scheduling to accommodate weekly TTMs; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

3. Commitment to Instructional Coherence:

School-wide curriculum choices, scheduling to accommodate weekly TTMs; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

4. Balanced Literacy:

NYSTL allocation used to purchase Corrective Reading SRA and Reading Mastery; 2 periods of reading daily; scheduling to accommodate weekly TTMs; grants for independent reading books

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).

1. As part of a larger community, PS 231K believes that by engaging parents, guardians, and families in every aspect of school life, we provide students with the tools they need to succeed academically and socially, so that they may lead independent and productive lives to the best of their ability. Encouraging active participation by families in their children's educational lives is a path to improving teaching and learning in individual classrooms and across our school organization. With this in mind, PS 231K strives to build and maintain a support system to make our school more welcoming to students' families and to give them access and tools to be full partners in the education of their children. There are a variety of ways in which parents, guardians, and families are encouraged to participate in our school community including the following:

2. PS 231K engages parents in support of their children's education by:

- a. Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- b. Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year when parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

3. PS 231K shares information with parents about the educational program through:

- a. Providing parents opportunities to review student portfolios, which include student progress and next steps based on suggestions from teachers.
- b. Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
- c. Presenting student work at School Leadership Team meetings to communicate student progress and curriculum requirements to the parent body.

4. Resources offered by PS 231K to support students achievement and meaningful parent involvement:

Training/workshops that connect the stated needs/wants and aforementioned resources.

**Budget and Resource Alignment**

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

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

## 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 the end of the 2014-2015 school year, 100% of students who participate in standardized assessment in grades 3 - 5 will demonstrate an average increase in their algebraic thinking skills of at least 3% over a baseline as evidenced in end of unit Math in Focus (MIF) grade level assessments

### 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.

- Assessment drives instruction. PS 231K is committed to using a variety of assessment instruments (and the subsequent data generated) as diagnostic, formative, and summative tools that inform our academic interventions as well as instruction for individual students. As indicated in the recent Quality Review report, "The school makes purposeful choices about curricula based on past student performance and *school-based benchmark assessments* [emphasis added] that ensure academic tasks are focused on students with a range of learning needs" (see Quality Review Report dated January 13, 2014, p. 3). Administration and classroom teams at PS231K understand that growth in students' algebraic thinking provides a powerful set of tools for representing situations, analyzing mathematical relationships, making generalizations and solving problems in real world situations. It is a critical component in supporting students to think beyond specific examples, to more general cases and can be used to model sophisticated situations in other curricular domains such as science, social studies or economics.
  
- A review of 2013-14 data showed the following results:
  - Students in grades 3-5 performed 1.5 grades below average in Scantron math data.
  - 73% of Students in grades 3-5 performed significantly below average on the Math In Focus Baseline Assessment in Fall 2014:
    - 27% of students scored 0%
    - 32% of students scored between 5-20%
    - 32% scored between 20-50%

### Instructional Strategies/Activities

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

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

1. **Curriculum Mapping:** A review of data by the instructional cabinet revealed the need for an increase in implementation of math intervention instruction and targeted grade level instruction for all standardized students in grade band classes. A strategic restructuring of scheduling increased intervention instructional time. Math instruction is divided into block scheduling. Block 1 consists of the Math In Focus curriculum which exposes students to grade level, CCLS aligned content. Block 2 incorporates the intervention math program, Connecting Math Concepts (CMC), to build requisite foundational math skills. Our data team expanded tracking student progress for all Math Curricula (e.g. Math in Focus (grade level) and Connecting Math Concepts (intervention). The team identifies trends and proposes corrective strategies to maximize students' achievement.

**Teacher Teams:** Teacher teams (TTMs) continue to be a definitive component of 231K's instructional initiatives since its inception and is one of the structures we have in place that support us in our work toward realizing the Chancellors *Capacity Framework*. We continue to expand these teams as we refine protocols and inquiry for the analysis of student performance data as well as student work products. Teacher teams across the organization use the ATLAS protocol (developed by National School Reform Organization) to develop a uniform process for collaborative analysis of student work. In addition, the inclusion of additional protocols, (e.g., the Data Driven Protocol) allow teams to further strengthen their ability to analyze student work and thinking. Similarly, teacher teams engage in discussions around the school vision and personal belief systems (e.g., how students learn best...) with the goal of sustaining highly effective teacher teams and practices. In addition, we continue to monitor and improve the efficacy of our TTMs through exercises derived from *The Five Dysfunctions of a Team* by Patrick Lencioni.

**Commitment to Instructional Coherence:** PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade

levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, TTM structures and protocols, inquiry bulletin boards across sites, school-based website, collaborative instructional cabinet meetings, common planning time, uniform assessments and universal curriculum options. With regard to the Chancellor's *Capacity Framework*, the commitment to instructional coherence is inclusive of the six elements of the framework: Trust, Effective School Leadership, Strong Family-Community Ties, Supportive Environment, Collaborative Teachers and Rigorous Instruction. Our school's commitment to instructional coherence is also evident during School Leadership Team (SLT) meetings where the parent body is encouraged to share their thoughts about ways to improve our school. Since 231K is a multi-sited school organization, SLT meetings will occur at different sites throughout the year (contingent on the availability and schedule of the parent body). SLT meetings will contribute to maintaining our existing strong family ties and reinforce our mantra of "many sites, one school."

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

1. **Curriculum Mapping/ Pacing:** The instructional cabinet and standardized teachers work collaboratively to implement and adjust grade level math curriculum. PS231K has requested support from District 75 math coaches to assist with strategies and interventions that will support our curriculum maps. In addition, creative scheduling will be strategically employed to foster collaborative planning and to deepen teachers' proficiency with regard to improving students' independent reading levels using informational text. The collaboration by teachers, related service providers and paraprofessionals helps to cultivate rigorous and supportive instruction in keeping with the first element of *The Capacity Framework*.

**Teacher Teams:** Key personnel to implement this strategy include the instructional cabinet (comprised of unit coordinators and administration) and teachers. The administration and UFT will continue to work collaboratively to identify weekly time in the schedule to accommodate regular and uninterrupted TTMs.

## **2. Commitment to Instructional Coherence:**

- a. Across sites: Key personnel to implement this strategy include the instructional cabinet. Resources include the use of school-wide curricula options and curricula maps and weekly instructional cabinet meetings with representation from each site (supported by per session funding).
- b. Across teacher teams: Key personnel to implement this strategy include the instructional cabinet and teachers. A school-wide, goal-specific pacing calendar is employed to promote coherence. Teacher teams share their work across sites through site bulletin boards and a school based website which detail the work of each team. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. Samples of student work, teacher team feedback, and implications for pedagogical practices are routinely shared for professional development across teams and within the organization.
- c. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include grants obtained by the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MoSL funding, citywide instructional expectation funding and the Resolution-A funding from our council representatives.
- d. The aforementioned elements of instructional coherence, curriculum mapping and teacher teams, have a common element: effective and collaborative school leadership. Every component of the action plan related to this goal includes the guidance, assistance and collaboration of the school's administration.

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

### **1. Curriculum Mapping:**

- January 2015, curriculum mapping work will contribute to a 1% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)
- By March 2015, curriculum mapping work will contribute to a 2% increase in algebraic thinking proficiency over baseline, as measured by end of

unit assessments in math program (e.g., Math In Focus)

- By June 2015, curriculum mapping work will contribute to a 3% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)

## **2. Teacher Teams:**

- By January 2015, collaborative inquiry during teacher team meetings will contribute to a 1% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)
- By March 2015, collaborative inquiry during teacher team meetings will contribute to a 2% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)
- By June 2015, collaborative inquiry during teacher team meetings will contribute to a 3% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)

## **3. Commitment to Instructional Coherence:**

- By January 2015, PS 231K commitment to instructional coherence will contribute to a 1% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)
- March 2015, PS 231K commitment to instructional coherence will contribute to a 2% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)

1. By June 2015, PS 231K commitment to instructional coherence will contribute to a 3% increase in algebraic thinking proficiency over baseline, as measured by end of unit assessments in math program (e.g., Math In Focus)

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

### **1. Curriculum Mapping:**

- a. September – November 2014: The instructional cabinet will analyze student performance data for those students who participate in standardized assessments, specifically the Math in Focus (MIF) end of unit assessments, to identify and/or affirm 2014-2015 CEP goals related to algebraic thinking skills.
- b. September – November 2014: Classroom teams will administer end of unit assessments as part of student portfolio baselines using the Math in Focus curriculum and materials. The instructional cabinet will continuously track student progress and proposes corrective strategies to maximize student achievement.
- c. September 2014 - June 2015: Classroom teams track student progress and make instructional decisions based on available student performance data.
- d. Jan 2015-June 2015- Teachers of standardized classes will work with District 75 math coaches to assist with strategies and interventions that will scaffold the curriculum to support student achievement. Collaboratively, teachers and coaches track student progress and make instructional decisions based on this data.

### **2. Teacher Teams:**

- a. September 2014 - January 2015: Teacher teams and/or classroom teams engage in development of student portfolio binders and begin identifying instructional needs and strategies to support student achievement in algebraic thinking.
- b. January - March 2015: Teacher teams and/or classroom teams across sites will engage in collegial review of the student work contained

in these binders (e.g., end of unit assessments), begin identifying instructional needs and strategies to support student achievement in algebraic thinking skills.

- c. March - June 2015: Teacher teams and/or classroom teams across sites will engage in collegial review of student portfolio binders, continue reviewing the student work contained in these binders (e.g., end of unit assessments) and continue identifying instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.
- d. June 2015: the instructional cabinet in collaboration with representatives from the PS 231K community will propose adjustments to curriculum maps and instructional strategies based upon collegial review from the teacher team meetings and classroom team feedback.
- e. **ASSESSMENT WINDOWS** to administer end of unit assessments using Math in Focus are as follows:
  - i. Week of September 30, 2014 (Baseline)
  - ii. Week of January 26, 2015 (Mid-line “Winter” assessment to determine whether target population has achieved 1% increase in algebraic thinking skills)
  - iii. Week of March 16, 2015 (Mid-line “Spring” assessment to determine whether target population has achieved 2% increase in algebraic thinking skills)
  - iv. Week of May 25, 2015 (End-line assessment to determine target population has achieved 3% increase in algebraic thinking skills)

### **3. Commitment Instructional Coherence:**

- a. September 2014: First day of school orientation and presentation of PS 231K’s Theory of Action entitled, “Why We Do What We Do...Our Theory of Action” which reads:
- b. If teachers use assessment tools to collect data for all students, then teachers will be able to articulate what students know and are able to do.
- c. If teachers are able to articulate what students know and are able to do, then teachers can identify new content and skills they need to teach.
- d. If teachers can identify new content and skills they need to teach, then students will learn the new content and skills that will move their learning forward.
- e. If students learn new content and skills that moves their learning forward, then students will be prepared to find their niche in an ever-changing workforce.
- f. September 2014 - June 2015: Across sites, administrators perform bulletin board walks and give teachers targeted feedback regarding instructional processes and student work.
- g. September 2014 - June 2015: Across classrooms, administrators engage in a process of norming and calibrating teacher ratings and feedback processes.
- h. December 2014 - June 2015: Across sites, end-of-unit assessments take place.
- i. November 2014 - February 2015: Across sites, teachers engage in a collegial review process to assess rigor and accuracy of work products.

5. September 2014 - June 2015: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence.

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

- 1. **Curriculum Mapping:** Block-Scheduling will be used to create small group instruction that focus on intervention and targeted grade level instruction. Scheduling to accommodate weekly teacher team meetings, scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings.
- 2. **Teacher Team Meetings:** Block-Scheduling to create small group instruction focused on intervention and targeted grade level instruction. Scheduling to accommodate weekly teacher team meetings, scheduling that allows for common preps, per session funding to prioritize instructional cabinet meetings
- 3. **Commitment to Instructional Coherence:** As part of a larger community, PS 231K believes that by engaging parents, guardians, and families in every aspect of school life, we provide students with the tools they need to succeed academically and socially, so that they may lead independent

and productive lives to the best of their ability. Encouraging active participation by families in their children’s educational lives is a path to improving teaching and learning in individual classrooms and across our school organization. With this in mind, PS 231K strives to build and maintain a support system to make our school more welcoming to students’ families and to give them access and tools to be full partners in the education of their children. There are a variety of ways in which parents, guardians, and families are encouraged to participate in our school community including the following.

**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).

1. As part of a larger community, PS 231K believes that by engaging parents, guardians, and families in every aspect of school life, we provide students with the tools they need to succeed academically and socially, so that they may lead independent and productive lives to the best of their ability. Encouraging active participation by families in their children’s educational lives is a path to improving teaching and learning in individual classrooms and across our school organization. With this in mind, PS 231K strives to build and maintain a support system to make our school more welcoming to students’ families and to give them access and tools to be full partners in the education of their children. There are a variety of ways in which parents, guardians, and families are encouraged to participate in our school community including the following:
  - o PS. 231K engages parents in support of their children’s education by:
    - a. Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
    - b. Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.
  
1. PS. 231K engages parents in support of their children’s education by:
  - a. Providing parents opportunities to review student portfolios, which include student progress and next steps based on suggestions from teachers.
  - b. Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
  - c. Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.
  - d. Resources offered by P.S. 231K to support students achievement and meaningful parent involvement.

Training/workshops that connect the stated needs/wants and aforementioned resources.

**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.

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### 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 the end of the 2014-2015 school year, 100% of students in grades 3 through 5 who participate in alternate assessment will demonstrate a 5% increase in intra-verbal skills as evidence by ABLLS-R scores.

#### **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.

The development of intra-verbal skills is a critical component of students' social and academic development. Intra-verbal involves conversations about items not directly visible to students. An intra-verbal is defined as an expressive language skill that involves completing phrases, answering questions, and describing an item or situation that is not present, or not currently happening. A student is presented with a verbal stimulus (i.e., a question, a sentence) and is expected to respond using their preferred method of communication appropriately without the item present (given no choices).

A student who has an individualized communication system that he/she uses consistently and independently across environments (e.g., dynamic display device, picture communication book, ASL) may use the system in order to work on intra-verbal skills; these students must respond by accessing the response within their books or their device. Visuals or other prompts are not to be made readily available (except during training).

The intra-verbal component of the ABLLS-R assesses students' ability to respond to verbal stimulus when a tangible object/motivator is not present. Moreover, ABLLS-R data revealed that many of 231's students were not proficient in their inter-verbal skills. Students demonstrated an average proficiency of 13% (scale 0-100) on the ABLLS intra-verbal assessment. This goal is important to the future of our students, since they will need to achieve proficiency and master intra-verbal skills as they navigate K to 12 school. Most importantly, as students age they will need to demonstrate (verbally, written, communication devices, etc) an understanding of increasingly complex content as curricula transition from concrete to abstract concepts.

#### **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. Curriculum Mapping:** A review of the curriculum by the instructional cabinet revealed the increasing transition from concrete to abstract thinking as students move up in grades. In an effort to deal with increasingly complex curricula, teachers will collaborate and support each other in order to create units of study that are connected to the Common Core Learning Standards (CCLS) and are appropriately challenging to students. Groups of teachers are able to collaboratively work because the culture of 231 has evolved to support excellence in pedagogy. As teachers create units of study and modify instruction they continually focus on the CCLS, which helps to frame and target students' academic goals as well as teachers' instructional strategies. Students must acquire intra-verbal skills in order to meet and exceed increasing state, city and organizational standards. When students master pre-academic intra-verbal academic skills, they will be better able to access content, meet the expectations of the CCLS and demonstrate their proficiency across different content areas.
- 2. Teacher Teams:** Trust (teacher-to-teacher, teacher-to-administrator and organization-to-community) permeates 231 at all levels. It is most apparent during Teacher Team Meetings (TTMs); teacher teams continue to be a definitive component of 231K's instructional initiatives since its inception. Moreover, we continue to expand these teams as we refine protocols and inquiry for the analysis of student performance data as well as student work products. Teacher teams across the organization use a variety of protocols developed by the National School Reform Organization to engage in collaborative analysis of student work. Similarly, teacher teams engage in discussions around the school vision and personal belief systems (e.g., how students learn best) with the goal of sustaining highly effective teacher teams and practices. In addition, we continue to monitor and improve the efficacy of our TTMs through exercises derived from *The Five Dysfunctions of a Team* by Patrick Lencioni. PS 231K will continue to employ TTMs as a vehicle to accelerate deconstruct content, identify areas for student improvement and accelerate students' acquisition of intra-verbal skills.
- 3. Commitment to Instructional Coherence:** PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade

levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, TTM structures and protocols, inquiry bulletin boards across sites, school-based website, collaborative instructional cabinet meetings, common planning time, uniform assessments and universal curriculum options. With regard to the Chancellor's *Capacity Framework*, the commitment to instructional coherence is inclusive of the six elements of the framework: Trust, Effective School Leadership, Strong Family-Community Ties, Supportive Environment, Collaborative Teachers and Rigorous Instruction.

4. Our school's commitment to instructional coherence is also evident during School Leadership Team (SLT) meetings where the parent body is encouraged to share their thoughts of ways to improve our school. Since, PS 231K is a multi-sited school organization, SLT meetings will occur at different sites throughout the year (contingent on the availability and schedule of the parent body). The SLT will contribute to maintaining our existing strong family ties and reinforce our mantra of "many sites, one school."

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

1. Curriculum Mapping:

Key personnel to implement this strategy include the instructional cabinet, comprised of unit coordinators and administration who collaboratively participate in the process of reviewing student performance data and curriculum selections with the overall goal of increasing students' independent reading levels. This interdisciplinary approach to curriculum mapping promotes trust among the stakeholders within the PS 231K community, which is also in keeping with the fifth element of *The Capacity Framework*. The principal will allocate per session funding to support this work. In addition, creative scheduling will be strategically employed to foster collaborative planning and to deepen teachers' proficiency with regard to improving students' independent reading levels using informational text. The collaboration by teachers, related service providers and paraprofessionals helps to cultivate rigorous and supportive instruction in keeping with the first element of *The Capacity Framework*.

2. Teacher Teams:

Key personnel to implement this strategy include the instructional cabinet (comprised of unit coordinators and administration) and teachers. The administration and UFT will continue to work collaboratively to identify weekly time in the schedule to accommodate regular and uninterrupted TTMs.

3. Commitment to Instructional Coherence:

- a. Across sites: Key personnel to implement this strategy include the instructional cabinet. Resources include the use of school-wide curricula options and curricula maps and weekly instructional cabinet meetings with representation from each site (supported by per session funding).
- b. Across teacher teams: Key personnel to implement this strategy include the instructional cabinet and teachers. A school-wide, goal-specific pacing calendar is employed to promote coherence. Teacher teams share their work across sites through site bulletin boards and a school based website which detail the work of each team. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. Samples of student work, teacher team feedback, and implications for pedagogical practices are routinely shared for professional development across teams and within the organization.
- c. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include grants obtained by the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MoSL funding, citywide instructional expectation funding and the Resolution-A funding from our council representatives.
- d. The aforementioned elements of instructional coherence, curriculum mapping and teacher teams, have a common element: effective and collaborative school leadership. Every component of the action plan related to this goal includes the guidance, assistance and collaboration of the school's administration.

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

1. Curriculum Mapping:

- By March 2015, curriculum mapping work will contribute to a 3% increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

- By June 2015, curriculum mapping work will contribute to a 5% increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

## 2. **Teacher Teams:**

- By March 2015, teacher team work will contribute to a 3% increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).
- By June 2015, teacher team work will contribute to a 5 increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

## 3. **Commitment to Instructional Coherence:**

- By March 2015, P231K's commitment to instructional coherence will contribute to a 3% increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

1. By June 2014, PS 231K's commitment to instructional coherence will contribute to a 5% increase in intra-verbal skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

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

### 1. **Curriculum Mapping:**

August 2014- September 2014: Review data pertaining to students' intra-verbal skills.

October 2014-June 2015 – Teachers of alternate assessment will conduct on-going assessments of students' intra-verbal skills in order to track student progress based on information from all the sites within the organization. The data team will identify overall trends in intra-verbal skills and proposes corrective strategies to maximize student achievement.

October 2014-June 2015- Teachers of alternate assessment will continue to meet with representatives of the Carbone Clinic and district-based coaches to track student progress and make instructional decisions based on intra-verbal data.

### 2. **Teacher Teams:**

September-January 2015: Teachers of alternate assessment will engage in development of teacher team binders and begin identifying instructional needs and strategies to support student achievement.

January-March 2015: Teachers of alternate assessment will engage in collegial review of the student work contained in these binders, begin identifying instructional needs and strategies to support student achievement.

March-June 2015: Teachers of alternate assessment will engage in collegial review of data binders, continue to review the student work in these binders and continue to identify instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.

### **3. Commitment Instructional Coherence:**

September 2014-June 2015: PS 231K Administrators will also visit other District 75 model schools with Verbal Behavior classes in order to learn strategies in order to better support teachers.

Across sites, administrators meet with district coaches and representative from the Carbone Clinic in order to provide teachers targeted feedback regarding improving students' intra-verbal skills.

September 2014-June 2015: Across classrooms and sites, administrators will engage in the process of "norming" and calibrating teacher rating and feedback processes.

December 2014-June 2015: Across sites, teachers will review data and share their successes and areas of growth.

4. September 2014-June 2015: Across grades, data analysis (including the analysis of performance tasks) will continuously review instructional coherence

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

1. **Curriculum Mapping:** Scheduling to accommodate weekly teacher team meetings; creative scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
2. **Teacher Team Meetings:** Scheduling to accommodate weekly teacher team meetings; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
3. **Commitment to Instructional Coherence:** School-wide curriculum choices, scheduling to accommodate weekly teacher team meetings; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

#### **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).

#### **PS. 231K engages parents in support of their children's education by:**

- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

#### **P.S. 231K shares information with parents about the educational program through:**

- Providing parents opportunities to review student portfolios, which include student progress and next steps based on suggestions from teachers.
- Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
- Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.

#### **Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:**

Training/workshops that connect the stated needs/wants and aforementioned resources.

#### **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.

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## Goal and Action Plan #4

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

### Annual Goal #4

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

By the end of the 2014-2015 school year, students in grades K-5 who participate in alternate assessment will demonstrate a 7% increase in math skills as evidenced by ABLLS-R scores.

### 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.

At PS 231K we recognize that math skills are vital to everyday tasks and interactions. The development of math skills is a critical component of students' academic development. At the most basic level, math skills allow students to recognize concepts of quantity and volume, but ultimately math skills allow students to think algebraically and problem solve effectively.

The instructional cabinet, comprised of unit coordinators and administration, collaboratively reviewed student achievement data from the ABLLS assessment from October 2013, February 2014, and June 2014. The math component of the ABLLS assesses students' ability to count, identify math terms such as "more" and "unequal," add, tell time, and recognize coins and their values. A review of ABLLS section R from the 2013-2014 school year demonstrates that students who participate in alternate assessment scored an average of 22.7% in October 2013 and 34.88% in June 2014, representing an average increase of 12.18% over the course of the school year. It is significant to note that while 12.18% represents the overall increase in math skills, by disaggregating the data, the instructional cabinet identified that many students progressed by a matter of less than 5 percentage points.

### Instructional Strategies/Activities

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

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

- 1. Curriculum Mapping:** A review of curriculum by the instructional cabinet revealed gaps in the implementation of our school wide math curriculum (Math in Focus). In 2013-2014, the instructional cabinet worked collaboratively to align Math in Focus curriculum with grade level Common Core Learning Standards to provide students who participate in alternate assessment with access to rigorous content. These curriculum maps included a description of a common performance task for each grade level and unit but did not include the task itself or a related rubric, which made backward planning a challenge for teachers working to scaffold instruction toward grade level Common Core Learning Standards for all learners. This year a curriculum committee consisting of teachers across sites and grade bands and administrators are building on this earlier work to create common tasks with accompanying rubrics.
- 2. Teacher Teams:** Teacher teams continue to be a definitive component of 231K's instructional initiatives since their inception, and are one of the structures we have in place that support us in our work toward realizing the Chancellor's *Capacity Framework*. The collaborative work ethic of teacher teams facilitates trust between teachers and helps create a supportive environment. Effective leadership, including distributive leadership, allows our teacher teams to function smoothly. As teacher teams, we continue to refine protocols and analyze student performance data as well as student work products using a variety of protocols developed by the National School Reform Organization. Teacher teams look to our school wide goals and then to their own class wide data to determine areas of inquiry, and this year math skills will be one area that teacher teams target. Teacher teams also engage in discussions around the school vision and personal belief systems (e.g., how students learn best...) with the goal of establishing a climate of respect and trust. This climate is critical to teachers pushing each other toward rigorous instruction for all students.
- 3. Commitment to Instructional Coherence:** PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, TTM structures and protocols, inquiry bulletin boards across sites, school-based website, collaborative instructional cabinet meetings, common planning time, uniform assessments and universal curriculum options. With regard to the Chancellor's *Capacity Framework*, the commitment to instructional coherence is inclusive of the six elements of the framework: Trust, Effective School Leadership, Strong Family-Community Ties, Supportive Environment, Collaborative Teachers and Rigorous

Instruction. Our school's commitment to instructional coherence is also evident during School Leadership Team (SLT) meetings where the parent body is encouraged to share their thoughts about ways to improve our school. Since PS 231K is a multi-sited school organization, SLT meetings will occur at different sites throughout the year (contingent on the availability and schedule of the parent body). SLT meetings will contribute to maintaining our existing strong family ties and reinforce our mantra of "many sites, one school."

4. **Expansion of Systematic Math Interventions:** Our math instruction is organized into two periods that take place every school day. Math 1 consists of curriculum-based instruction using the Math in Focus curriculum that is consistent across all classes in our organization. Math 2 consists of targeted math intervention that is designed based on students' ABLLS or SANDI assessments. In this way, we ensure that all students are exposed to rigorous, grade level curriculum while also receiving support with skills they may need more practice with in order to access grade level curriculum. Some, but not all, of our classrooms are using a direct instruction program called Connecting Math Concepts. Others are using verbal behavior practices to increase students' math skills. This year, the instructional cabinet will do a needs assessment to determine if there are additional classes that would benefit from access to and training in Connecting Math Concepts or verbal behavior practices and arrange for the sharing of these resources. Building capacity through professional development and distribution of materials results in a supportive teaching and learning environment.

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

1. **Curriculum Mapping:** The principal will allocate per session funding to support curriculum mapping through the creation of a curriculum committee comprised of four teachers selected from a variety of sites and an assistant principal who will revise our existing math curriculum maps and add final performance tasks and rubrics. This work is one of the structures we have in place that support us in our work toward realizing the Chancellor's *Capacity Framework*, particularly in the areas of collaborative teachers and rigorous instruction.
2. **Teacher Teams:** The UFT chapter leader and principal worked collaboratively to designate weekly time in the schedule to accommodate regular and uninterrupted inquiry based teacher team meetings, which supports trust, collaboration, and our supportive school environment. The administration will also adjust class schedules strategically in order to allow teachers time for teacher team instructional meetings, intervisitations, and intravisitations to foster collaborative planning and to deepen teachers' proficiency with regard to improving students' math skills.
3. **Expansion of Systematic Math Interventions:** Money will be used to purchase additional Connecting Math Concepts kits if our needs assessment determines that this is appropriate. We will also utilize our partnership with the District 75 Office of Autism and the Carbone Clinic to build capacity in how to most effectively use verbal behavior practices to improve students' math skills in an effort toward more rigorous instruction.
4. **Commitment to Instructional Coherence:**
  - a. **Across Sites:** The instructional cabinet comprised of teachers and administration meet on a weekly basis to discuss school wide issues and report on teacher team progress and school wide data. We utilize the Math in Focus curriculum and school wide curriculum maps adapted to alternate assessment learners across the organization.
  - b. **Across Teacher Teams:** Teacher teams share their work across sites through site bulletin boards which detail the work of each team. We are in the process of developing a school website in order to share our findings as well. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. In addition, samples of student work together with teacher team feedback, including implications for pedagogical practices are routinely shared and exchanged for professional development within the teams and organization.
  - c. **Across grade levels:** Teacher team instructional meetings are utilized as a structured opportunity to engage teachers in training around improving students' math skills. The goal of this work is to ensure that students master the prerequisite academic skills necessary to access higher-order and more abstract concepts as well as the ability to demonstrate their understanding of CCLS. Administrators analyze observation data weekly to determine organizational strengths, paying particular attention to trends across the grades with an eye towards vertical alignment and planning. Adjustments to the use of organizational resources and professional development are made to strategically support ongoing professional development for staff.
  - d. **Across classrooms:** Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include grants obtained by the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MOSL funding, citywide instructional expectation funding and the Resolution-A funding from our

council representatives.

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

**1. Curriculum Mapping:**

- By March 2015, curriculum mapping will contribute to a 4% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).
- By June 2015, curriculum mapping will contribute to a 7% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

**2. Teacher Teams:**

- By March 2015, teacher teamwork will contribute to a 4% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).
- By June 2015, teacher teamwork will contribute to a 7% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

**3. Expansion of Systematic Math Interventions:**

- By March 2015, PS 231K's commitment to the expansion of systematic math interventions will contribute to a 4% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).
- By June 2014, PS 231K's commitment to the expansion of systematic math interventions will contribute to a 7% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

**4. Commitment to Instructional Coherence:**

- By March 2015, PS 231K's commitment to instructional coherence will contribute to a 4% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).
- By June 2014, PS 231K's commitment to instructional coherence will contribute to a 7% increase in math skill proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R).

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

**1. Curriculum Mapping:**

August 2014-September 2014: Review data pertaining to students' math skills

October 2014-November 2014: Post curriculum committee posting, begin to meet as committee and revise/add to math curriculum maps, final performance tasks, and rubric

October 2014-June 2015: Conduct needs assessment relating to our Math 2 period to determine if teachers need additional math intervention materials or strategies and plan and implement purchases and trainings accordingly

October 2014-June 2015: Teachers in alternate assessment classes conduct ongoing assessments of students' math skills in order to track student progress based on information from all the sites within the organization. The data team identifies overall trends in math skills and proposes corrective strategies to maximize student achievement.

## 2. **Teacher Teams:**

September 2014-June 2015: Teacher teams engage in development of teacher team binders, use data to identify instructional needs, and participate in inquiry based teamwork to determine which strategies best support student achievement

September 2014-June 2015: Teacher teams share their work through site based bulletin boards, a school website, and updates at instructional cabinet meetings

September 2014-June 2015: Teacher teams will highlight suggestions for organizational shifts to improve the overall process

## 3. **Expansion of Systematic Math Interventions:**

September 2014: The instructional cabinet will present the structure of our school wide math instruction to all staff members at orientation, including Math 1 (curriculum based instruction) and Math 2 (targeted math interventions)

September 2014-December 2014: The instructional cabinet will conduct a needs assessment to determine which classes would benefit from Connecting Math Concepts or verbal behavior practices and begin planning trainings to support these programs and practices

December 2014-June 2015: Teachers will engage in teacher team instructional meetings that will support the implementation of math interventions

## 4. **Commitment Instructional Coherence:**

September 2014-June 2015: Across classrooms and sites, administrators engage in a process of “norming” and calibrating teacher rating and feedback processes

December 2014-June 2015: Across sites, teachers review data and share their successes and areas of growth

5. September 2014-June 2015: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence

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

1. **Curriculum Mapping:** Scheduling to accommodate weekly teacher team meetings; scheduling that allows for common preps; per session funding to prioritize curriculum committee meetings
2. **Teacher Team Meetings:** Scheduling to accommodate weekly teacher team meetings; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
3. **Expansion of Systematic Math Interventions:** Scheduling of two math periods per day to allow time for targeted math interventions for at least 45 minutes every day
4. **Commitment to Instructional Coherence:** School wide curriculum choices, scheduling to accommodate weekly teacher team meetings; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

## **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).

### **PS. 231K engages parents in support of their children's education by:**

- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

**P.S. 231K shares information with parents about the educational program through:**

- Providing parents opportunities to review student portfolios, which include student progress and next steps based on suggestions from teachers.
- Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
- Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.
- Progress reports designed specifically for alternate assessment learners.

**Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:**

Training/workshops that connect the stated needs/wants and aforementioned resources.

***Budget and Resource Alignment***

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

	<b>Tax Levy</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.

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## 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.

By the end of 2014-2015 school year, PS 231K will increase opportunities for parent engagement by expanding the number of workshops offered by 40% (representing approximately five additional workshops in school year 2014-2015) in order to support growth in student outcomes as evidenced by a 5% increase in students' intra-verbal skills, Fountas and Pinnell book levels, algebraic thinking and math skills on the ABBS-R assessment.

### Comprehensive Needs Assessment

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

As part of a larger community, PS 231K believes that by engaging parents, guardians, and families in every aspect of school life, we provide students with the tools they need to succeed academically and socially, so that they may lead independent and productive lives to the best of their ability. Encouraging active participation by families in their children's educational lives is a path to improving teaching and learning in individual classrooms and across our school organization. With this in mind, PS 231K strives to build and maintain a support system to make our school more welcoming to students' families and to give them access and tools to be full partners in the education of their children. In reviewing the attendance data from earlier Parent Teacher Association (PTA) events (including "Curriculum Night" presentation) the instructional cabinet determined that during 2013-2014, on average 17 parents attended 11 in-house workshops offered across our six (6) sites.

By the end of the 2014-2015 school year, PS 231K will increase parent engagement by creating a welcoming environment for both students and their families. We will also commit to building a strong relationship between family and the greater community in order to create partnerships with local business to support our students and families. PS 231K will ensure a 10% growth in family involvement in all school activities (PTA meeting, fundraisers, meeting, etc.), and by a 40% increase in workshops offered throughout the year (11 workshops in 2013-2014 to at least 16 for this school year). As part of this increase in family communication, we will contact student's homes for students to share the academic and behavioral progress made by their child. The evidence will be: a needs assessment sent home for convenient times (day, evening, parent teacher conferences) and topics followed by a monthly calendar sent home with the meeting times and topics, phone logs and sign in sheets.

### 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.

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

1. PS 231K Parent Coordinator in consultation with the administration, Parent Teacher Association, and families will revisit and revise the PS231K School Parent Compact (Parent Involvement Policy)
2. Distribute PS 231K "Needs Assessment" (with translation into Arabic, Bengali, Chinese, Haitian Creole, Russian, Spanish, and Urdu); previous Need Assessment from school year 2013-2014 identifies areas of parent interest as follows: (1) Accessing benefits, (2) Navigating IEP process and interpreting the IEP document, and (3) transition to adulthood.
3. Revisit the protocol leading up to parent outreach events (including but not limited to the parent notification schedule and notification systems) with the goal of building school-to-home connections and keeping families informed of school events and initiative.
4. As part of a more comprehensive outreach, teachers and students will create invitations for parents, guardians, and families to attend classroom celebrations and open house events.
5. PS 231K recognizes that the work of building community must be sustained and purposeful. To support this work, the agenda for every parent outreach event will include a "community builder" activity (e.g., generating "*I believe...*" statements) at the start of the meeting. The community builders are designed to foster feelings of community and trust among members of the association. In addition, every parent outreach event must conclude with a charting of "Plus and deltas... *Even better if...*" We acknowledge that receiving feedback from parents is a critical component in improving parent engagement.
6. Parents will be included in the development of the workshop topics and speakers, outlining the shared responsibility of the school, parents and the staff.
7. In the 2013-14 school year, we offered 11 in house workshops, in the 2014-15 school year we are going to offer at least 16 workshops and target new

parents to attend along with the regular attendees.

8. Parents will receive written communication/notification about the schools goals.
9. Parents will be invited to an open house, principal lunches and for classroom celebrations and observations.
10. Notices and invitations will be sent home in the parents native language when applicable.
11. Partnerships will be developed with community based organizations and business to provide support and programs for students and their families.
12. PS 231K staff will communicate more frequently through phone calls, emails, daily parent communication logs and point sheets, parent conferences (2 times per year): and school newsletter, a newly developed parent website that will include contact information for the parents who want to develop more connections with other families of 231K, and a parent Facebook page for fun and positive communication.

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

6. PS231K Parent Coordinator
  - a. Revise School Parent Compact (Parent Involvement Policy),
  - b. Distribute 2014-2015 Needs Assessment
  - c. Collect, review and articulate Family Feedback from previous year to administration
  - d. Create social media outreach
7. Administration
  - a. Incorporate goal of increasing parent engagement in narrative during teacher team meetings, staff meetings, parent outreach events
  - b. Review parent outreach event agendas for inclusion of community builders and opportunities for feedback
  - c. Inform revisions of the School Parent Compact (Parent Involvement Policy) to maximize family outreach
8. Teachers and classroom teams
  - a. Creating invitations for parents, guardians, and families to attend classroom celebrations and open house events.
  - b. Create school webpage
9. School Leadership Team
10. Related Services providers
11. The goals will be shared with the School Leadership Team (SLT), and then would be sent home to each family in order for the families to hold themselves and the school accountable for the achievement of increased parent involvement.
12. On a continuous basis parents will be notified of all celebrations, and lunches by notices, phone calls from parent coordinator, the phone tree system and by writing in the student's communication books that are read on a daily basis.
13. Translation will be given to parents who have a need for translation.
14. The parent coordinator and the administrative team will reach out to local business and community service providers to help bridge the communication and application process if necessary for our parents. The community based organizations will be invited into speak and help the parents navigate the necessary services needed for their child.
15. PS 231K will create a parent website where the parents will have access to all the parent documents and a calendar of activities for planning ahead. As a school organization we are going to create a consent form for the parent's personal information (address, phone number, and child's age) that will then be converted into a PS231K phone directory. This directory can be used for parents to support each other, and also set up out of school activities that their children can be a part of. A Facebook page will also be created in order for our parents and staff to communicate and share fun facts.

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

1. By January 2015, the parent needs assessment will be created, disseminated and analyzed. From that data collected, the parent coordinator along with a team of administrators will create the topics and speakers for the upcoming parent workshops. A flyer will be sent home outlining the topic for the rest of the school year.
2. By January 2015, webpage for PS 231K will be created.
3. By January 2015, a school planning team will be created to outline and detail all the events and necessary items needed for each event.
4. By February 2015, a Facebook page will be launched.
5. By March a Learning Environment Survey committee will be put in place to help assist parents on open school night. The committee will be made up of the parent coordinator, teachers, paraprofessionals and parents.
6. By June of 2015, the data from the sign in sheets, the website and Facebook will be examined and a meeting will be held to celebrate the 10% increase in new parent involvement and a 40% increase in the amount of workshops being offered.

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

1. September 2014-November 2-14: Review data related to last year's workshops and number of parents involved.
2. November 2014- December 2014: Create an updated needs assessment, survey staff, create website and social media (e.g. Facebook) page.
3. January 2015-February 2015: Implement the information chain for the upcoming meeting and events.

4. January 2015-February 2015: Launch PS 231Ks Website and social media (e.g. Facebook) page.
  5. January 2015- June 2015: Implement workshops and social media plans.
    - o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Schedule meeting with the parent coordinator and other key constituents to create the needs assessment, teams of staff that want to assist. Meet with the computer team to develop the guidelines and items needed for the creation of our webpage and social media venue. Meet with the PTA to gather information about what is in place, and how we can assist in helping them help us meet our parent involvement goal.

***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).

- PS. 231K engages parents in support of their children's education by:**
- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
  - Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.
  - Survey parents from different sites to determine workshops

**Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:**  
 Training/workshops that connect the stated needs/wants and aforementioned resources.

PS 231K and the parents are in agreement with increasing the parent involvement. Both teams will plan and implement a partnership to help their children achieve not only academically but socially as well. We will provide parents timely information about parent involvement programs and trainings that will prove to be beneficial for all families throughout 231K. Outside programs will also assist in training and providing information for our families.

***Budget and Resource Alignment***

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

	<b>Tax Levy</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.

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program for grades K-6 that includes differentiated reading/writing activities, explicit instruction and ample practice with the ConnectEd online component used during literacy block.

**SRA: Reading Mastery/Corrective Reading** provides intensive direct instruction-based reading intervention for students in Grades K–8 who are reading below grade level. This Direct Instruction reading intervention program delivers sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Delivered during the school day to grades K-8.

**SMiLE: Structured Methods in Language Education (SMILE)**, a multi-sensory approach to teaching speech, reading, and writing skills to varying populations, such as students with hearing impairments, students with autism, students who are intellectually disabled, have suffered traumatic brain injury, students with central auditory processing disorders, and others. As part of a total educational management system, SMILE teaches spoken language, reading and writing. It addresses the needs of students who have failed to learn to speak or read through "natural approaches" and/or who have problems with phonemic awareness. The method fits into the regular curriculum and is appropriate in programs emphasizing both oral and

One-to-One instruction; Small Group Instruction

One-to-One instruction

One-to-One; Small Group Instruction

	<p>manual communication.</p> <p><b>Test Preparation:</b> Teacher prepared materials to enhance test vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p><b>Graphic Organizers:</b> Visual tools to facilitate organization of the cognitive process.</p> <p><b>Social Stories:</b> Small narratives created to help students to understand social emotional issues.</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops</p>	<p>One-to-One; Small Group Instruction</p> <p>One-to-One</p> <p>One-to-One; Small Group Instruction</p>	
<p><b>Mathematics</b></p>	<p><b>Math In Focus:</b> A mathematics program that emphasizes concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The program encompasses hands-on manipulatives and an online component (Think Central) to reinforce skills covered in daily instruction. Delivered daily during math block.</p> <p><b>Differentiation of Instruction:</b> Using Math In Focus guidelines, instruction is differentiated at a higher or lower</p>	<p>One-to-One; Small group Instruction; Differentiated Instruction</p> <p>One-to-One; Small Group Instruction</p>	<p>During the school day</p>

	<p>functioning level depending on the needs of the student (K-5) during math instruction.</p> <p><b>Connecting Math Concepts-Direct Instruction-</b> teaches explicit strategies that enable students to master new and progressively more complex topics. A balanced emphasis on computation and problem solving ensures conceptual understanding and procedural mastery, giving students a well-rounded view of Math.</p>	<p>One-to-One; Small Group Instruction</p>	
<p><b>Science</b></p>	<p><b>Science:</b> Test Preparation Strategies taught by the science teachers throughout the year to all grade 4 students and grade 8 students.</p>	<p>One-to-One; Small Group Instruction</p>	<p>During the school day</p>
<p><b>Social Studies</b></p>			
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Life Space Crisis Intervention:</b> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</p> <p><b>Therapeutic Crisis Intervention:</b> An abbreviated version of LSCI used in the classroom by classroom staff.</p>	<p>One-to-One; Small Group Instruction</p>	<p>During the school day</p>

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

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

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

**Title I Status**

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

**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).

**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.).

**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.).

**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.

**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) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

**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.



**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: P231K	DBN: 75K231
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>6</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS231K follows the Common Core Standards and the New Language Arts Progression. Our Balanced Literacy program (with an emphasis on the development of phonemic awareness and comprehension skills) supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the English Language Arts curriculum. P231K has 84 LEP/ELL students, 4 students participate in standardized assessment and 80 students participate in alternate assessment. Out of these 84 LEP/ELL students, 2 are formerly known as "x-coded" students. Seventy-three (73) students are mandated for ESL only. Eleven (11) students are in alternate placement and have an alternate placement Paraprofessional that speaks the home language of the child. Out of the 84 ELLS, two (2) students are formerly known as "x-coded" and are serviced as per their IEP. The languages represented are Spanish, Cantonese, Chinese, Mandarin, Haitian, Russian, Urdu, Arabic, Bengali, Fulani, Polish, and Twi. The six (6) students participating in the after-school program are classified on the Autism Spectrum and participate in alternate assessment. ELL students and parents were surveyed to determine interest in the program. Based on the responses we received, 6 students in grades 3-5 will be participating in the program. The school's language instruction follows the NYS Common Core standards, and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated. The use of technology including Smart Boards, iPads, classroom computers, and augmentative communication devices, such as Super Talker 8 paired with Mayer Johnson symbols, are incorporated to give students in alternate assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans which promote language development, and further develop ESL techniques. The ESL teacher has NYC English as a Second Language license and a NYS Certification in English to Speakers of Other Languages.

An after-school program for 2 hours (3:00-5:00 p.m.) on selected Tuesdays and Wednesdays for 25 sessions starting in January 2015 will provide ESL students with supplemental instruction in ELA. The program will consist of six (6) students in a 6:1:1 staffing ratio in grades 3-5, one (1) certified ESL teacher, and two (2) paraprofessionals, one of whom will be a 1:1 crisis paraprofessional. All six students are mandated for ESL only. Languages of participating students are Spanish, Russian, Haitian, and Bengali. All instruction will be provided in English by a certified ESL teacher. Students will improve their English language skills by creating and publishing their own social stories using iPads along with reading and

### Part B: Direct Instruction Supplemental Program Information

responding to computer programs designed for ESL students. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. The activities of writing, communication, using iPad technology, and pragmatic skills required to participate in the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The students selected demonstrate a variety of writing, communication, and socialization skills. Skills range from emergent writing to limited verbal and writing skills. The program will provide the students with additional opportunities to communicate through increasing their English language, vocabulary skills, writing skills, and technology skills by creating digital stories with newly purchased iPads. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and, again, at the completion of the program to assess student progress; data sheets will be created and used to track student progress. The social stories and related activities support NYSAA, Common Core Standards, and New Language Arts Progressions.

Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. Digital story making will be used as a powerful way to motivate students to understand an academic concept and to showcase their creativity. The student, along with the assistance of the teacher creates digital stories using pictures and text. The development of the theme of the social story is determined by the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, smart boards and iPad, subsequently, increasing English language skills. The process of creating digital social stories requires the student to communicate and thereby increase their English language skills, pragmatic skills, as well as verbal and written vocabulary.

In mid-April/May 2015 the certified ESL teacher, the Assistant Principal and two Paraprofessionals will accompany the six (6) students out into the community to a restaurant to practice social skills they have learned in the program (e.g., using polite table manners, walking safely through the neighborhood, appropriately ordering food in a restaurant, and using appropriate conversational skills with peers, etc.). By going out into the community, the students can practice their social skills, new vocabulary, and communication skills that they just learned throughout this program as well as meet our organization's instructional focus of experiential learning.

### 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:

One teacher and two paraprofessional will participate in a "Book Study" along with the Assistant Principal on three (3) selected Mondays after school from 3:00 to 5:00 pm, two hours per week (one and one-half hours for Assistant Principal) with one (1) in January 2015, one (1) in February 2015, and

**Part C: Professional Development**

one (1) in March 2015. The book that we will read and discuss is, "Autism and the iPad" by Christine Besko-Maughan. Participating in this professional development will provide an opportunity for all staff in the Title III Program to enhance and enrich our knowledge of how to increase technology skills for ELLs and increasing the students' academic, behavioral, and social skills through the creation of digital stories. Each week, the teacher, paraprofessionals or Assistant Principal will alternately, present the salient points of a chapter from the book to the other members of the group, and will create discussion questions based on the book and how the chapter's contents may be utilized during the Title III program in assisting students in the creation of their digital social stories.

**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:

A parent orientation to the Title III Program will take place during Parent Teacher Conference during January 2015 approximately one (1) week before the program begins (as part of the regular school day, at no cost to the Title III program). Parents also received the official Title III letter in a language which they understand detailing the proposed Title III Program. The topics for the Title III Parent Workshop program will be aligned to the Title III Program and will be presented on four Thursdays, two in February 2015 and two in April 2015 after school from 3:00 to 5:00 p.m. The topics are as follows: 1) studying sample social stories to assist your child with his/or her needs at home and in school; 2) how to use digital social stories to assist your child with peer relationships; 3) using digital social stories to reinforce appropriate behavior; 4) using digital social stories to increase expressive Language, reading, and writing skills. These workshops will be presented by the parent coordinator, assistant principal and/or the certified ESL teacher. Notification of the dates of the Title III program parent workshops will be sent home in the parents' native language (Spanish, Haitian, Russian, and Bengali).

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Total: 9,735.68	1 Assistant Principal - 52.84 x 1 1/2 hours X 25 sessions = 1981.50  1 Teacher 50.50 x 2 hours x 25 sessions = 2525.00

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>2 Paraprofessionals- 29.05 x 2 hours x 25 sessions x 2 paras = 1452.50 each or 2905.00 total</p> <p>1 secretary 31.12 x 8 hours= 248.96</p> <p>Professional Development:</p> <p>1 Assistant Principal- 52.84 x 1 1/2 hours for 3 days = 237.78</p> <p>1 Teacher -50.50 x 2 hours for 3 days = 303.00</p> <p>2 paraprofessionals -29.05 x 2 hours for 3 days = 174.30 each or 348.60 totals</p> <p>Parent Workshops</p> <p>1 Assistant Principal- 52.84 x 1 1/2 hours x 4 days = 317.04</p> <p>1 Teacher -50.50 x 2 hours x 4 days = 404.00</p> <p>2 Paraprofessionals- 29.05 x 2 hours x 4 days x 2 paras = 232.40 each or 464.80 total</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p>1,186.60</p>	<p>Professional Development and Book Study - "Autism and the iPad" by Christine Besko-Maughan: \$11.95 x 3 = \$35.85</p> <p>3 - iPad minis @ \$299.00 each = \$897.00</p> <p>3 - Verbatim Folio for iPad Mini @</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		\$16.06 each = \$48.18 Trip out in the community to a restaurant= \$205.57
Educational Software (Object Code 199)	_____	_____
Travel	120.00	Metro cards for parents = 5.00 x 24 = \$120.00
Other	157.72	refreshments for parents
<b>TOTAL</b>	<b>11,200.00</b>	<b>11,200.00</b>

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>231</b>
School Name <b>P231K</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Christina Foti</b>	Assistant Principal <b>Mindy Grossmann</b>
Coach	Coach
ESL Teacher <b>Emma Fidilio</b>	Guidance Counselor <b>Nia Mcdoniell</b>
Teacher/Subject Area <b>Boris Goldenberg Emotional Lit</b>	Parent <b>Doris Dunn</b>
Teacher/Subject Area <b>Grace Shock Special Education</b>	Parent Coordinator <b>Andrew Wong</b>
Related Service Provider <b>Steve Santorello, Speech</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>376</b>	Total number of ELLs	<b>82</b>	ELLs as share of total student population (%)	<b>21.81%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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>														
SELECT ONE														0
SELECT ONE														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	82	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	82
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	71	0	71	9	0	9	2	0	2	82

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	71	0	71	9	0	9	2	0	2	82
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	7	4	4	1	6	2	2					34
Chinese	6	9	5	3	1		1		1					26
Russian	1				1									2
Bengali		1	3	1	1	1								7
Urdu	2			2										4
Arabic	1		2											3
Haitian					2			1						3
French														0
Korean														0
Punjabi														0
Polish	1				1									2
Albanian														0
Other						1								1
<b>TOTAL</b>	<b>16</b>	<b>13</b>	<b>17</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>82</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	14	15	9	9	0	3	2	3					71
Intermediate(I)	0	1	2	1	0	1	2	0	0					7
Advanced (A)	0	0	1	0	0	1	1	1	0					4
Total	<b>16</b>	<b>15</b>	<b>18</b>	<b>10</b>	<b>9</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>82</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1			1
4	1				1
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)	2			19	21

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			1						1
5	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)					1		20		21

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							5		5

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At 231K we use a number of assessment tools to assess our students' literacy skills. Our standardized students are assessed with Fountas and Pinnel Benchmark Assessment, the Scantron Performance Assessment, SRA Corrective Reading Placement Assessment, and Acuity. Students who participate in alternate assessment are assessed with Student Annual Needs Determination Inventory (SANDI) and

Assessment of Basic Language and Learning Skills – Revised (ABLLS-R). Generally, our ELLs need more support in the writing domain of literacy and this is taken into consideration when teachers plan instructional units so as to best provide this support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority of our ELLs score beginner on LAB-R and NYSESLAT. This is largely due to the nature of their disabilities and not directly due to their second language acquisition. Most of our students participate in alternate assessment and therefore the NYSESLAT is not an appropriate assessment tool for them.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
At this time, NYSESLAT modality scores are not available. It is the goal of our program to advance all our ELLs in their level of English proficiency. Data collected from assessments throughout the year is used to drive instruction in order to further support this goal.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?According to NYSESLAT data, the majority of our students are beginners. However, when analyzing New York State Alternate Assessment (NYSAA) data, ELLs are performing at mastery levels in nearly every domain. Students are not formally assessed in native languages as we do not have a Transitional Bilingual Program. Currently, our school does not participate in Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
All of our students require intervention services as they are all in Special Education. We use data collected on a daily basis to guide instruction for our students and to support them in the most appropriate manner.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher meets on a weekly basis with classroom and cluster teachers to analyze student work and collaboratively develop lessons that best target students' language development needs. The ESL teacher shares and demonstrates strategies and methodologies with the other teachers so that they can continue to support their ELLs and their language development throughout the school day.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?At this time, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ESL program can be seen through the continued improvement in our students' skills. Although the majority of our students are beginners according to NYSESLAT, a few of our ELLs have moved into the intermediate or advanced subgroup. More importantly, the vast majority of our ELLs score at the mastery level in NYSAA as this is a more appropriate assessment for them. Additionally, our ELLs perform comparably to their monolingual peers.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At 231K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home

Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language, and an informal interview to discuss the student's educational history and English proficiency is conducted. These steps are completed with either our licensed ESL teacher, Emma Fidilio, or a licensed classroom teacher and an interpreter when necessary. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and an interpreter, if necessary, to discuss program options and determine appropriate placement for the student.

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.  
Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, we would provide them with resources to aid them in finding an available program that meets their needs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parents are involved in the decision-making process at the CSE level. The CSE distributes to Parents of ELLs a Parent Survey and Program Selection form. Parents complete this form and return it to the CSE. The entitlement letters are distributed and returned at the CSE.
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.  
Students who are eligible for ESL or bilingual services as per the results of the Home Language Identification Survey and administration of LAB-R are evaluated at the CSE level by a licensed bilingual psychologist who speaks the students' native language. In conjunction with the parents, a decision is made as to placement in a bilingual program or an ESL program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each year, all ELLs are administered NYSESLAT. Students are identified as eligible through ATS report RLAT. Our licensed ESL teacher, Emma Fidilio, creates a comprehensive schedule to ensure that all four sections are administered to every ELL. In conjunction with another licensed pedagogue who has been adequately trained in the test's administration procedures, Ms. Fidilio administers the test within the designated timeframe. Ms. Fidilio securely stores the tests and ensures that they are returned for scoring by the deadline.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The majority of our ELLs are mandated for ESL services as decided upon with the parents at the CSE level. At this time, we do not have enough students who are mandated for bilingual services, speak the same home language and are within three contiguous grades to warrant opening a self-contained bilingual class. Should these numbers change and warrant opening a bilingual class, we would take it into consideration when planning for future programs

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

All ESL instruction is delivered through a push-in/pull-out model. Self-contained classes are organized based on student age with heterogeneous proficiencies found throughout. Classes range in student-to-staff ratios from 6:1:1 to 8:1:1 to 12:1:1. Additionally, there is an inclusion program in which students attend general education classes with the support of a paraprofessional and Special Education Teacher Support Services (SETSS).
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)?

New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. Our ESL teacher creates a comprehensive schedule that maximizes the number of minutes of ESL instruction delivered to all ELLs. Presently, we do not have a dual language or transitional bilingual program. The classroom teachers deliver ELA instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides students with content area instruction using ESL methodologies and strategies. To ensure that students meet the standards and pass the required state and city assessments, ESL instruction will follow the Common Core Learning Standards, the NYS ESL Learning Standards and incorporate ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and the use of graphic organizers. The ESL teacher meets with classroom teachers on a regular basis to stay up-to-date on ELA, math, social studies and science curricula and topics being discussed. By doing so, she is able to plan lessons that further support the content being taught in their classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Currently, we do not have a transitional bilingual program. However, students who are served by an alternate placement paraprofessional are continuously assessed in the native language during the instructional day through reading, writing, listening and speaking activities.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, students are engaged in lessons and activities that incorporate all four modalities of language acquisition. Ongoing assessments, such as checking for understanding and teacher-made rubrics, take place during lessons and data are analyzed to guide future instruction.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Presently, P231K has no Students with Interrupted Formal Education (SIFE). In the event that a SIFE were to enroll in P231K, the staff would differentiate instruction to assist in developing his/her language. The staff would work to develop initial literacy and communication skills in the student's native language. The student would receive support from an ESL teacher and an alternate placement paraprofessional who speaks his/her native language and English. Among strategies used to support this student would be Total Physical Response, the Natural Approach, and small-group instruction.

Newcomers admitted to P231K are worked with to develop literacy and communication skills in both English and the students' native languages. We support them by providing an instructional climate that is nurturing and conducive to learning and facilitates English language production. We put an emphasis on developing reading and writing skills through the use of the Collaborative Learning and the Language Experience approaches. Newcomers are invited to attend our Title III after-school program.

To support ELLs who have received ESL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

Long-term ELLs continue to receive ESL services until English proficiency is achieved. They are invited to participate in our Title III after-school program and also receive support through continuous small-group instruction.

Students who score proficient on NYSESLAT will continue to receive support through peer-tutoring and small-group instruction for up to two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All ELLs at P231K have special needs and Individualized Education Programs (IEPs). Lessons and materials are differentiated on a regular basis to ensure that all content is accessible and appropriate for all students. Intervention strategies, such as small-group instruction and AIS, are used to support these students' academic growth and language development.

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

It is an ultimate goal of our program that each student reaches the highest level of independence possible and appropriate. While many of our students are in the most restrictive environment (6:1:1), some of them advance to less restrictive environments (8:1:1, 12:1:1, inclusion). In the inclusion program, students attend general education classes alongside their non-disabled peers, providing opportunities for them to develop their language proficiency in a lesser restrictive environment. Additionally, students who are more appropriately placed in more restrictive environments are afforded opportunities to participate in community-based instruction, such as field trips, to help them achieve their IEP goals while developing their English proficiency.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		
Native Language Arts:			

### Courses Taught in Languages Other than English ⓘ

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

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

Social Studies:				
Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All content area interventions are conducted in English. To support ELLs in math, our program utilizes Math in Focus, which teaches concepts using real-world, hands-on experiences, and focuses on problem-solving skills. To support ELLs in ELA, we use the Treasures Reading Program, a research-based comprehensive language arts program designed to support students in their literacy development and help them grow to be life-long readers and writers. Support in other content areas, such as science and social studies, takes place through small-group instruction and one-on-one tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at P231K has shown to be effective in meeting the needs of ELLs in content and language development. The vast majority of our students achieved a mastery score on last year's NYSAA. Additionally, students continue to show improvements in their communication skills as evidenced by data collected by teachers and related service providers. Students have also shown improvements in their content knowledge which is reflected in their work portfolios.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have adopted NY Engage, a Common Core-aligned curriculum designed to support schools and teachers in the implementation of the Common Core Learning Standards.
12. What programs/services for ELLs will be discontinued and why?
- No programs have been discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs including assembly programs, Field Day, School Carnival and District 75 Language Arts Fair. There are also on-going community trips to libraries, the senior citizens center and Mayor Special Community events. All ELLs are invited to participate in our Title III after-school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Throughout the school, students are exposed to materials to further support their language and content knowledge development. These materials include, but are not limited to, teacher-made materials, adapted books, iPads, SmartBoards, computers and augmentative and alternative communication (AAC) devices.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At this time, we do not have a dual language program or a transitional bilingual program. However, students who are served by an alternate placement paraprofessional receive native language support from said staff member throughout the instructional day. This takes place through reading, writing, listening and speaking activities across all content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- P231K serves students from kindergarten to eighth grade. All services and resources correspond to students' age and grade levels. Age-appropriate materials are found throughout the school in classrooms, recreational areas and related service offices. As needed, resources are adapted so that they are accessible for students while still remaining to be age- and grade-appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled students are invited to attend Chapter 683 prior to the commencement of the regular school year.
18. What language electives are offered to ELLs?
- Currently no language electives are offered at our school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently we do not have a dual language program.

### C. Professional Development and Support for School Staff

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

The ESL teacher participates in district-sponsored ELL professional development workshops throughout the school year. Other teachers, including classroom teachers and cluster teachers, are invited to teacher team meetings in which the ESL teacher will turnkey information and resources gathered at said workshops. Additionally, a district-based ELL coach provides ongoing support to the ESL teacher throughout the school year.

All teachers at P231K attend professional development workshops on designated days in November and June. These workshops are designed to support teachers in using the Common Core Learning Standards in their lessons. Tentative PD dates are October- Review ESL/ELA Standards, Common Core Learning Standards, November-Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January- Strategies in Content Areas: Mathematics.

Staff members receive support from the Guidance Counselor in the practice of creating social stories to assist students with their transition from elementary to middle and middle to high school.

All teachers are required to receive 10 hours of Jose P. training to aid them in using strategies and methodologies specifically designed for teaching ELLs. This training is offered twice a year by the District 75 Office of ELLs. Records and certificates of completion are kept on file by the school secretary.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are invited to the school throughout the school year for various activities. These include, but are not limited to, end-of-unit celebrations, holiday celebrations, and parent workshops.

The school has partnered with the Brooklyn Center for Independence of the Disabled (BCID) and Ramapo for Children to provide workshops for parents. Additionally, the Parent Coordinator often refers families to HeartShare and Resources for Children with Special Needs (RCSN) for additional resources.

Ongoing communication between the school and the home is a priority. Parents' needs are continuously being assessed by classroom teachers, related service providers, and the Parent Coordinator through phone calls and written surveys.

Parents' needs are taken into consideration when planning parent workshops. For example, the speech department plans topics for parent workshops (using PECS or visual schedules in the home, etc.) based on the results of surveys the Parent Coordinator conducts.

### **E. Additional Information**

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

School Name: P231

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **75K231**

School Name: **P231**

Cluster: \_\_\_\_\_

Network: **1**

**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 school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters/ flyers and providing interpreters at meetings.

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.

Findings indicate that the school's translation needs are for 34 Spanish, 26 Chinese, 2 Russian, 7 Bengali, 4 Urdu, 3 Arabic, 3 Haitian, 2 Polish, and 1 Fulani speaking parents. We have signs posted in our school so that parents are aware that translation services are available to them. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

## Part B: Strategies and Activities

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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.

PS231K utilizes the service of the DOE's Translation and Interpretation Department. Request must be submitted at least 24 hours prior to the date of dissemination.

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

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, students disciplinary meetings, and PTA meetings.

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>.

PS 231 K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on- staff translators and the Translation and Interpretation Unit.