

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

<b>DBN: (i.e. 01M001):</b>	<b>14K297</b>
<b>School Name:</b>	<b>THE STOCKTON SCHOOL</b>
<b>Principal:</b>	<b>JAMES E. BROWN</b>

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: Elementary School Number (DBN): 14K297  
School Type: Elementary Grades Served: PreK-5  
School Address: 700 Park Avenue Brooklyn, NY 11206  
Phone Number: 718-388-4581 Fax: 718-302-2315  
School Contact Person: Charles Rabbach Email Address: CRabbac@schools.nyc.gov  
Principal: James E. Brown  
UFT Chapter Leader: Charles Rabbach  
Parents' Association President: Christine Petito  
SLT Chairperson: Charles Rabbach  
Student Representative(s): N/A

### District Information

District: 14 Superintendent: **ALICIA WINNICKI**  
Superintendent's Office Address: 215 Heyward Street Brooklyn, NY 11206  
Superintendent's Email Address: AWinnic@schools.nyc.gov  
Phone Number: 718-302-7638 Fax: 718-302-7978

### Cluster and Network Information

Cluster Number: 6 Cluster Leader: JOSE RUIZ  
Network Number: 612 Network Leader: **CYNTHIA FELIX**

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Leader or Designee	
Christine Petito	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ebony Battles	Member/Teacher	
Jessica Cashman	Member/ Guidance Counselor	
Sarah Ivani	Member/Speech Teacher	
Jeannette Gonzalez	Member/ Parent	
Diana Romeo	Member/ Parent	
Wanda Nazario	Member/ Parent	
Bonita Romeo	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents,                 </li> </ul>	

students and administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### **Part A. Narrative Description**

The Stockton School, P.S. 297 is a small community-based school environment that accepts children of diverse talents, backgrounds, and abilities while offering them the academic rigor of a traditional primary school combined with the project-based approach of a 21<sup>st</sup> Century institution.

All students will apply the knowledge, skills, values, and behaviors learned through participation in a rigorous Common Core Standards-based education in order to realize their maximum potential as citizens and become productive individuals. We place a strong emphasis on our core values of: **Integrity**: (Practicing honesty, fairness and respect.), **Excellence** (Supporting quality teaching, research and service to our students), **Diversity** (Respecting differences in ideas and community), **Innovation** (Promoting discovery through creative and critical thinking), **Learner Centered** (Promoting growth and leadership).

P.S. 297 is located at 700 Park Avenue in Brooklyn, New York. Our school is one of twenty elementary schools in District 14 which is located in the northern section of Brooklyn known as Williamsburg/Bedford-Stuyvesant.

We have a diverse student population here at the Stockton School, 50.21% of our students are of Hispanic descent and 43.83% are African-American.

P. S. 297 services 241 students in grades Pre-K through 5 as follows:

- 2 Fifth Grades,
- 2 Fourth Grades,
- 2 Third Grades,
- 2 Second Grades,
- 1 First Grade
- 1 Kindergarten Dual Language class
- 1 Kindergarten/Grade 1 ICT/Bridge class
- 1 Universal All Day Pre-Kindergarten
- 1 Fourth Grade ICT class
- 1 Fifth Grade ICT class
- Average Class size is 19
- Sharing one building with TECCS Charter School

We have 3 ICT classes with 10 general education pupils and 9 IEP students in one class. They are in the kindergarten/grade one bridge class, fourth, and fifth grades. All classes are heterogeneous.

We have 3 Academic Intervention Teachers/Cluster Teachers, 1 ESL Teacher, and 2 Cluster Teachers. Our staff includes 8 Paraprofessionals, 1 Principal, 1 Assistant Principal, 1 Occupational Therapist, 1 Speech Teacher, 1 School-Based Support Team, 1 Guidance Counselor, and 1 SETSS Teacher.

Our Title I Academic Intervention Program includes one All-Day Universal Pre-Kindergarten Teacher and two AIS teachers. Their objective is to provide academic intervention for students, who are having problems meeting the demands of the Common Core State Standards and the new promotional requirements. We have a variety of federal, state and tax levy programs that provide these students with an extended platform to increase their chances of meeting the demands of the Common Core Learning Standards.

The programs we have are:

- Title I Reading, Writing, and Mathematics for Grades K-2 (50 students)
- Title I Reading/Mathematics Grades 3-5 (57 students)
- All-Day Universal Pre-Kindergarten (18 students)
- ESL Program for ELL students (28 students)
- Good Shepherd After-School Program (70 students)
- Dual Language Program in Kindergarten servicing 18 students
- Stockton Academy After-School Program (60 students)

Third graders are considered for the Title I program based on teacher observations, student work, classroom and formal assessments, and Spring 2014 NYS assessment data, baseline MOSL assessments, and the child's score on the grade two grade-wide reading assessment tests and running records. The children who scored level 1 on the New York State ELA Test must be serviced. We also aim to service those children who have scored Level 2 as well.

Students in grade five, who scored a Level 1 on the New York State ELA and the New York State Math exams are mandated to participate in our academic intervention services. Students in grade four, who scored a Level 1 on the New York State ELA and Math Test must be serviced. We also provide support services to those students who have scored a low Level 2 and a mid-to-high Level 2 to ensure that they don't fall behind.

### Academic Programs

#### Literacy- Grades Kindergarten through Second

The instructional initiatives for Literacy include the implementation of the CKLA Whole Language Approach to reading and writing in grades PK-2. Core Knowledge Language Arts (CKLA) is a comprehensive, preschool through fifth grade program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since preschool.

In kindergarten through second grade, the CKLA literacy program is paired with a period of GRAIR ( activities. GRAIR periods are used to engage students in a variety of activities such as:

- **Small Group Instruction** (Formative assessments, additional support for any area of reading, particularly decoding and fluency in grades K – 2, Reinforce and deepen comprehension instruction, Targeted instruction – vocabulary and syntax, materials – Your Reading Libraries)
- **Student Choice Time** (Students choose texts for **independent** reading, teacher conferencing with students, checks for understanding, journal activities, opportunities for speaking and listening, and creative presentations tasks for students, extension activities)
- **Building Background Knowledge** (related readings, connected to CKLA texts)

- **Target Vocabulary and Syntax** (unlimited number of vocabulary activities related to words from complex text, word games, activities from the CKLA Supplemental Guide, and activities from the CKLA Skills and Assessment Remediation Guide)
- **Fluency** (listening center activities, poems or controlled texts, work with teacher during small group time)

**In kindergarten through second grade CKLA** is broken into two strands—a **Skills strand** and a **Listening & Learning strand**—so that children can master sounds and letters for fluent decoding and encoding during one part of the day and then have additional time to build the knowledge, language, and vocabulary that are essential for strong comprehension.

**In pre-kindergarten CKLA engages students engage in skills-based fun activities such as:** is engaging read-alouds, favorite rhymes and songs, centers that boost language development while children play, and enjoyable ways to extend learning at home.

### Literacy- Grades Three through Five

The instructional initiatives for Literacy include the implementation of the New York State Department of Education approved literacy program- **Expeditionary Learning**. Our curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. Each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.

### **Through Expeditionary Learning Students...**

- Get “hooked” on what they are going to learn.
- Learn and practice collaborative structures and protocols to use throughout the module.
- Discover the purpose for learning new skills that build towards the standards.
- Become experts on a compelling topic and texts.
- Gain academic and domain-specific vocabulary.
- Deepen their capacity to read for and write and speak with evidence.
- Write from sources about topics they understand deeply.
- Develop a vision of quality work in collaboration with their peers and revise their own work accordingly.
- Share their learning and excitement with peers, teachers and others beyond the classroom.

Our third through fifth grade students’ curriculum is enhanced and supported via an extra period of intervention daily. During the intervention and skills review period teachers engage students in a variety of activities such as:

- Review of reading comprehension skills (theme of a story, central idea of a text, compare and contrast, determine the meaning of words and/or phrases in a text, author’s point of view, inference, drawing conclusions, cause and effect, etc.)
- Testing protocols (especially in third grade) such as time management, reading directions, addressing the question/prompts, etc.
- Reading fluency
- Close reading strategies
- Introduction and review of academic and domain-specific language
- Note taking strategies

- Text structures
- Identifying genres

### **Mathematics-** Grades Kindergarten through Fifth

The instructional initiatives for Literacy include the implementation of the Go Math program combines 21<sup>st</sup> century educational technology with modern content, computer animations and interactive activities, as well as a variety of instructional videos to engage today’s learner. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Students and parents have access to the online student edition or the write-in student edition, as well as other online tools via the Think Central online portal. The Go Math program allows teachers to tailor a variety of formative and summative assessments to meet the needs of all of their students. These include leveled quizzes and tests, performance tasks, diagnostic and quarterly benchmark tests. The Go Math program’s assessment resources allow for varied and ongoing assessment of student learning and progress and provides built-in RtI Tier I, II, and III (Response to Intervention) support for students as well as enrichment activities for advanced students and other students who enjoy the challenge.

All classes have been supplied with manipulatives so that they can conduct math workshops and create models for discovery and exploration. We stress the use of mathematical language in both discussions and writing to secure mathematical thinking. This is clearly evident in the student work produced when students engage with Math Exemplars which provide students with an opportunity to engage with rigorous CCLS-aligned mathematical tasks which asks students to:

- Problem solve
- Reason and prove with evidence
- Communicate
- Make connections
- Represent mathematical concepts

### **ESL**

We have one ESL teacher servicing 28 pupils who utilizes auditory, visual, and kinesthetic approach in the delivery of instruction. The programs that are used include Leveled Literacy Intervention from Fountas and Pinnell, word study from *Words Their Way* and Reading A-Z for guided reading. The instruction is delivered in small differentiated groups in a separate classroom. Our ESL teacher is also servicing 18 students in the Dual Language Program in Kindergarten.

### **Social Studies**

We will continue to follow the NYC K-8 Scope and Sequence as well as the NYS Social Studies standards. We have a full time social studies cluster teacher who provides social studies instruction to pre-kindergarten, first, second, third, and fifth grade. Classroom teacher also provide social studies instruction and many of the literacy units are aligned to the social studies units outlined in the NYC Social Studies Scope and Sequence. Our school follows Core Curriculum Option B which directs teacher to provide instruction to students using trade books, primary sources and media to address all the units in the scope and sequence. The overarching themes covered in each grade are the following:

**Kindergarten-** Self and Others

**Grade 1-** My Family and Other Families: Now and Long Ago

**Grade 2-** My Community and other US Communities

**Grade 3-** Communities Around the World

**Grade 4-** New York State and Local History

**Grade 5-** The Western Hemisphere

## **Science**

The purpose and focus of science education is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through the implementation and incorporation of FOSS kits (guided experiments) into their science instruction which uses a 'hands-on' approach that is inquiry-based and incorporates all of the scientific thinking processes and skills. In order to improve students' knowledge of science concepts and instruction, we have aligned our science curriculum with NYS Science Standards and the NYC Science Scope and Sequence. We have also looked for alignment with appropriate CCLS literacy standards in reading and writing. The cluster teacher provides many opportunities for students to engage in discovery via experiments, discussions, and written communication via lab reports. The teacher attends many citywide and network workshops in order to provide differentiated support to all students especially those preparing for the fourth grade NYS Science Exam.

## **Studio in a School**

PS 297 has partnered with *Studio in a School* in their Long Term Program to deliver their services to grades K-5 with the following program:

A STUDIO's professional artist will co-plan with classroom teachers to ensure that art is an integral part of every child's education: STUDIO experiences will encompass drawing, painting, printmaking, collage, and sculpture and will link with other curricular areas. Teachers will participate in two professional development sessions and one Parent Evening Workshop will take place. The assistant principal has partnered with the Studio artist to integrate each art unit with students' literacy assignments in the classroom. Students will ultimately write a reflective essay about their art. All instruction is Blueprint for the arts-focused and the direct instruction corresponds to the Core Curriculum. Students participate in demonstrations, art making, and reflection of their work and other artists. The experiences will enable the students to demonstrate independence, build strong content area background knowledge, understand other perspectives, respond to audience, task, purpose and discipline, comprehend as well as critique, and use technology.

## **Materials for the Arts- (MFTA)**

Our school has partnered with Material for the Arts in an effort to improve our students interaction and interpretation of our rigorous curriculums in literacy. We have adopted MFTA's Residency program which bring Materials for the Arts to our school to enhance and reinforce curricula in math, science, social studies, and language arts. Our assigned teaching artist leads multiple art-making workshop sessions with students that model creative reuse and project-based learning for students and staff.

## **BRIC Arts Media Organization –**

P.S. 297 has partnered with BRIC Arts Media in order to provide our students with a modern and technological advanced opportunity to express their ideas and opinions about the world via a video residency provided by a BRIC resident artist. We have begun a student blog where students blog about current events and other social issues. The BRIC artist will work with the students, teachers, and school leaders to educate our students in the art of video blogging and short film making.

## **Good Shepherd: The Compass Program at P.S. 297-**

Our Good Shepherd partnership provides much more than an after-school program for our students. They offer:

- Academic intervention and enrichment
- Social-emotional development
- Purposeful recreation

- Safe space
- Healthy interactions with peers and adults

The **PS 297 School-Parent Compact** describes how the school and parents can work together cooperatively to provide for the successful education of the children. It lists school responsibilities as well as parent responsibilities. This document is signed by the teacher and parent at a Parent-Teacher Conference and kept on file.

**The Parent Advisory Committee** - which consists of the parents of children who are participants in Title 1 programs, meets a minimum of three times a year. The purpose of this committee is to create a link between the parents and Title 1 teachers, by keeping them informed about the programs and seeking their input into educational programs. Quarterly meetings of the executive board of the PTA and the principal take place. Vital topics such as interpretation of the Annual School Report are discussed at these meetings.

**P.S. 297 has a Parent Coordinator whose duties and responsibilities include:**

- Increase parent involvement in the school by working closely with all school, community members, parents, teachers and all school community organizations.
- Serves as a facilitator for parent and school community concerns.
- Conducts outreach to engage parents in their children's education.
- Convenes regular parent meetings and events around topics of key concerns to parents.
- Attends parent meetings along with the principal, where appropriate.
- Works with the school parent association.
- Serves as a school liaison to Central parent and Regional parent support
- Maintains ongoing contact with community organizations that are involved with providing services to the schools' educational program.
- Organizes back to school and other events to increase parental and community involvement.

Many parent workshops are held throughout the year. Some of these workshops are curriculum based, while others address specific techniques that the parents can try at home to help their children learn.

We have had several general parental curriculum conferences and special workshops for parents whose children are on the potential holdover list.

### **Professional Development**

Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Therefore, professional development is an integral and consistent priority and practice at P.S. 297. We aim to address the needs of our staff in order to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. Professional development design at our school is based on data, is derived from the experience, expertise and needs of the recipients (our teachers, school leaders, paraprofessionals and other staff members), reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. In order to fulfill this mission of providing effective and targeted job-embedded learning opportunities we have assembled a Staff Development Committee (SDC) which is comprised of the assistant principal, the UFT Chapter Leader, and four classroom teachers who represent the different grade bands, ESL, special education, and mathematics. Our SDC leads professional learning sessions during Professional Development Mondays, Chancellor Conference Days, as well as one-on-one peer mentoring and inter-class visitations and debrief sessions.

## **Professional Development topics include:**

- Engaging with the Citywide Instructional Expectations 2014-2015
- School Reflection Protocol
- Developing effective and coherent lesson plans with built in scaffolds and differentiation
- Overview of CKLA Literacy grades K-2
- Higher-Order Thinking Questions and Discussion Techniques
- STARS Report cards
- Project WET (understanding our water and its interaction with the environment)
- Introduction to Reciprocal Teaching Protocol
- Providing Effective and Actionable Feedback to Students
- The Inquiry Process: Looking at Student Work Collaboratively
- CCLS Mathematical Practices
- Engaging with Components of Danielson's Framework for Teaching
- ADVANCE Teacher Evaluation System
- Understanding MOSL
- School-wide Behavior Intervention System: Bulldog Bucks
- Curriculum Night
- Lesson Studies in CKLA, Expeditionary Learning and Go Math
- Chapter 408
- Law Refresher and Chancellor's Regulations
- Speech and Language Strategies for the General Education Classroom
- Curriculum Mapping and Unit Planning
- The Quality Review Process
- Universal Design for Learning
- Identifying Barriers to Instruction
- Developing a Teacher Video Library

## **Technology**

Technology is infused into all curricular areas through the use of in-classroom "floating labs" (computer carts) which have laptops for every third, fourth, and fifth grade student. Every classroom is also equipped with a Smart Board and some classrooms have document cameras. Students have the opportunity to access the internet for research projects, interactive math activities, designing presentations and for translated versions of books for our ESL students. In addition, our school was able to purchase a Mobile STEM Lab to be used for Science by securing a STEM grant for our school.

## **Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) are available to any students in need of support. Our SIT team (School Implementation Team), school leaders and our data specialist meet to determine the academic intervention needs of students in the school based on data, student work and teacher observations and referrals to develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Assigned teachers and grade teams then monitor on an ongoing basis whether these methods are resulting in increased learning and achievement.

We determine who gets AIS services in different ways:

- One way is when a student does not pass the NYS ELA or Math exams. Not passing means that a student has not met the state designated proficiency level which means the student scored a level 1, this means the child is in serious need of academic support.
- The second way is when the SIT team in consultation with classroom teachers determines that the student is at risk of not meeting state standards after being referred.

We not only include level 1 students in our AIS groups we also include level 2 students because these students also have not meet the academic standards in ELA or Math or both and are also in need of academic support.

Students with the most intensive needs would receive more scheduled services, for a longer duration, with individualized instruction. Students with less intensive needs (those in the upper range of level 2) might only receive student support activities such as regular progress checks, additional assessments and meetings with the classroom teacher to adjust instruction, if necessary. Records of this service are kept, as for all AIS services.

We do not take students out of their regular instruction. We provide different options to meet the range of student needs including:

- Extra time during the regular school day via daily intervention/skills review periods in grades three through five and three periods of GRAIR (Guided Reading/Accountable Independent Reading) in grades kindergarten through second
- Response to Intervention pull out services for first, second, and fourth grade students
- Three Integrated Co-Teaching Classes
- Push-in SETSS programs in grades three and four
- Stockton Academy After-school Programs for K-5 with access to general education students and students with disabilities
- Small group instruction by students' levels provided by classroom teachers during intervention periods in grades K-5
- Dual Language After-School programs to provide support for our struggling ELL's students

Our various approaches to Academic Intervention not only have the common goal of improving student outcomes they also have common characteristics such as:

- A student's intervention is based on a variety of pieces of information, including tests and student work that identify specific student needs.
- The AIS and classroom teachers know what each student needs to learn to meet the state learning standards, and they communicate with each other during grade meetings and inquiry meetings
- Students grouped for specific interventions have similar educational needs. (For example, the three fifth grade teachers form three small groups based on similar student needs and then provide targeted assistance to their assigned group during the daily intervention period)
- Students are evaluated on a regular basis to determine if the AIS should be changed or ended.
- The intervention includes multiple approaches to learning that strengthen a student's skills and strategies.
- Students learn organization and problem-solving strategies, including how to respond to questions requiring critical thinking skills.
- A student's core classes and AIS are scheduled so that students have uninterrupted learning time. (For example, all third, fourth, and fifth grade students have an additional intervention/skills review period built into their schedule exclusive of their regular literacy periods)
- The student's AIS program uses a variety of material and resources, including technology to meet the various learning styles and instructional need of students. (For example, Reading A-Z, Brain Pop, Think Central, etc.)
- Parents are provided with practical assistance to support their child's learning needs. (Parents are contacted weekly on Tuesdays during parent engagement time after school)
- Parents, teachers, principals and other school personnel collaborate in meeting the needs of children.
- **School Implementation Team-** this committee considers requests by teachers for help when a child is having academic difficulties. After a variety of intervention strategies (e.g. daily progress reports, determining a child's best modality for learning, changing a child's seat or class etc.) are suggested and tried, academic intervention services can be provided through ERSS – Educationally Related Support Services. Eligible students display educational, behavioral, personality and, social or speech difficulties, which, if not addressed, could adversely affect educational performance and thus would result in the need for special education services. At PS 297 we

strive to have a SBST that provides ERSS curriculum and instructional modification as well as psychological and social work services.

- **Teacher Teams** – both Inquiry and Grade Teams monitor and assess the progress of individual students. All students whose scores on NYS exams indicates that they are performing below the designated performance levels receive several of the forms of the academic intervention services described above. Each team will establish their focus and determine the benchmarks for the year and set their goals. Each teacher will target six to eight students in their class and use various academic intervention strategies and in-turn share the most effective teaching strategies with the rest of their class. All students that score below level 3 are eligible to receive academic intervention services. PS 297 will continue the use of a data-driven approach to improve student performance that includes the use of item-skills analysis, portfolio assessments, and other indicators to identify student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Item Skills Analysis from NY Start reports, student work, and MOSL data will help teachers focus on specific student areas of need and will use these gaps in learning to inform instructional decisions.

In addition to this service, P.S. 297 also has one Universal Pre-Kindergarten. This class is structured with a small registration in an effort to create smaller learning groups driven by the student's particular needs, staffed by a teacher, paraprofessional, and a social worker.

The Academic Intervention program of 2014-2015 was modified in that the teacher was also given a cluster program. When performing as an academic intervention teacher, support is given to students in small groups, in reading and/or math whichever had been indicated by the test scores. As a cluster teacher, the entire class is receiving additional support through the various lessons done in reading and/or math. Two reimbursable teachers service students in grades kindergarten through second and one reimbursable teacher services students grades three through five.

Additional intervention strategies used during the scheduled school day include at-risk children in speech groups. The inclusion of these groups will be based on area needs assessed by item skill analysis.

### **Attendance**

Attendance has become an area of concern for our school this year due to the increase of students living in transitional housing. To ensure that children are not absent without the parents' knowledge, the PTA members make outreach calls daily to inquire about the nature of the absence. The expansion of the Attendance Committee is essential. More parental involvement on this committee would be beneficial. With a 90% attendance rate as new criteria for promotion, special monitoring of children whose attendance is below 90% becomes essential. This is particularly important for children who have difficulty meeting the other new promotional requirements. Our attendance increased to 90% for the year 2013-2014. Our focus is to create team of parents, students, teachers and administration to find ways to increase the school's overall attendance.

### **Special Education**

PS 297 has been using the Integrated Co-Teaching model for the past ten years. Currently there are three ICT classes in our school. They are working along with the self-contained classes and are implementing the CKLA Literacy Program (Core Knowledge Language Arts) in grades kindergarten through second and the Expeditionary Learning program for grades three through five. All students in our school receive math instruction using the Go Math program.

It is our goal to increase inclusion by including more IEP students in areas of Social Studies, Art, Physical Education, and Science. The ultimate aim is to return as many students as possible to the general education setting which is least restrictive.

We have a well established, completely functioning, SIT that evaluates and establishes an intervention plan for at-risk students. This committee meets once every month. Provisions are made for at-risk speech and counseling. They evaluate the success of the academic interventions and decide on the children who need complete referrals by the CSE. This will help keep the greatest number of students in least restrictive environments and referrals to a minimum.

### Partnerships

To enhance our curriculum and enrich the experiences of our students we offer the following programs at P.S. 297:

- **Studio in a School**

PS 297 has partnered with *Studio in a School* in their Long Term Program to deliver their services to grades K-5 with the following program:

A STUDIO's professional artist will co-plan with classroom teachers to ensure that art is an integral part of every child's education: STUDIO experiences will encompass drawing, painting, printmaking, collage, and sculpture and will link with other curricular areas. Teachers will participate in two professional development sessions and one Parent Evening Workshop will take place. The assistant principal has partnered with the Studio artist to integrate each art unit with students' literacy assignments in the classroom. Students will ultimately write a reflective essay about their art. All instruction is Blueprint for the arts-focused and the direct instruction corresponds to the Core Curriculum. Students participate in demonstrations, art making, and reflection of their work and other artists. The experiences will enable the students to demonstrate independence, build strong content area background knowledge, understand other perspectives, respond to audience, task, purpose and discipline, comprehend as well as critique, and use technology.

- **Materials for the Arts-**

Our school has partnered with Material for the Arts in an effort to improve our students interaction and interpretation of our rigorous curriculums in literacy. We have adopted MFTA's Residency program which bring Materials for the Arts to our school to enhance and reinforce curricula in math, science, social studies, and language arts. Our assigned teaching artist leads multiple art-making workshop sessions with students that model creative reuse and project-based learning for students and staff.

- **BRIC Media Arts –**

P.S. 297 has partnered with BRIC Arts Media in order to provide our students with a modern and technological advanced opportunity to express their ideas and opinions about the world via a video residency provided by a BRIC resident artist. We have begun a student blog where students blog about current events and other social issues. The BRIC artist will work with the students, teachers, and school leaders to educate our students in the art of video blogging and short film making.

- **Good Shepherd: The Compass Program at P.S. 297-**

Our Good Shepherd partnership provides much more than an after-school program for our students.

They offer:

- Academic intervention and enrichment
- Social-emotional development
- Purposeful recreation
- Safe space
- Healthy interactions with peers and adults

- New York Cares - has supported our students' via monthly instruction with trips and a yearly out of state college tour, additional hands on lessons, donation of materials and volunteers who help the school via school beautification projects.
- Mighty Milers - gives our students support and direction in the area of physical education.

### **Special Events and Parent Engagement**

- Harvest Feast
- Coffee with the Principal
- Field Day
- Holiday Show
- Celebrating Black History Month
- Recognizing Women in History
- Annual Science Fair- Citywide STEM Expo
- Poem in Your Pocket Day
- Scholastic Book Fair
- P.S. 297 website [www.PS297.com](http://www.PS297.com)
- Stockton BLOG
- Literacy Celebration Day
- Spelling Bee
- Character Day
- Curriculum Night
- PS 297 Learning Carnival
- Star Ball
- PTA Parent Support Group
- Take Your Dad to School Day
- Multi-Cultural Day
- 100<sup>th</sup> Day of School Celebration
- Talent Show
- Relay for Life

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>• After conducting a two-year trend analysis of student performance data on both state and school-based assessments, Quality Review feedback, Principal Performance Observation feedback, teacher observation data, MOSL data and classroom observations it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in using textual evidence during text-based classroom discussions and on written responses to literature and other complex texts. The quality of instruction and questioning and discussion techniques was inconsistent and of low rigor.</li> <li>• <b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>- Evidence of the use of rubrics by students to self-assess</li> <li>- Consistent collaborative planning amongst grade teams</li> </ul> </li> <li>• <b>Areas of Need:</b> <ul style="list-style-type: none"> <li>- Question and Discussion Techniques</li> <li>- Teacher-centered instruction</li> </ul> </li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, 50% of the students will demonstrate the ability to use evidence during text-based classroom discussions and will produce writing that emphasizes the use of evidence to inform or make arguments as evidenced by increased student-to-student interactions during classroom discussions and writing samples that incorporate relevant citations and references to texts.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework</li> </ul>			

element of Trust			
<ul style="list-style-type: none"> <li>• <b>Lesson Studies-</b> Teachers will be trained on how to successfully organize and implement lesson studies. Teachers will use information gathered through the collaborative analysis of student work (during inquiry) and teacher observations to plan and implement lessons that address gaps surfaced during analysis. Teachers will research targeted strategies to address the needs of ELL's and SWD's and share with their team and these will be incorporated into lesson studies. Student work will be used to determine the efficacy of lessons written by lesson study participants.</li> <li>• <b>Reciprocal Teaching Strategy-</b> Teachers will introduce students to the Reciprocal Teaching Protocol in order to help students deconstruct and understand complex texts so that they can in turn use textual evidence to support their claims, opinions, and/or arguments during discussions or in writing. Adaptations will be made to the Reciprocal Teaching Protocol to address the needs of our ELL's and SWD's.</li> <li>• <b>Parent Engagement Activity-</b> Parents will be invited to participate in a grade inquiry meeting so they can learn how teachers on grade teams collaboratively analyze student work and how this translates into instructional decisions and targeted intervention for students.</li> <li>• <b>Additional Parent Engagement Activities</b> <ul style="list-style-type: none"> <li>- PTA will send home monthly Parent Newsletters to inform parents of upcoming meetings, workshops, and learning opportunities.</li> <li>-School leaders will send monthly parent letters to inform parents of all educational news.</li> <li>- School leaders will host monthly Coffee with the Principal sessions so parents and school leaders can discuss expectations, ideas for improvement, current student academic standing, and concerns.</li> </ul> </li> </ul>	<p>-Teachers -Students</p>	<p>Monthly: Beginning in November 2014 and ending in June 2015</p>	<p>-Principal -Assistant Principal</p>
<ul style="list-style-type: none"> <li>• <b>Activity:</b> Observations School leaders will conduct daily classroom observations of teacher practice and provide timely and actionable feedback and support to ensure that both teachers and students are making progress in the areas of questioning and discussion techniques (teachers) and using evidence during discussions and in writing (students)</li> </ul>	<p>-teachers -students</p>	<p>Monthly: Beginning in September 2014 and ending in June 2015</p>	<p>-Principal -Assistant Principal</p>

**Part 4 – Resources Needed**

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

- **Weekly Meeting Time for Grade Teams-** Assistant Principal will hold weekly grade meetings with teachers in each grade and provide feedback for developing effective lessons that incorporate opportunities for

rigorous learning and the incorporation of higher order thinking questions.

- **SEIS Specialist- to meet weekly with teachers of ICT classes.**
- **Organization of Grade and Inquiry Teams**
- **Data Specialist-** to assist grade teams in gathering, analysis, and use of data to drive instruction
- **Staff Development Committee-** provide monthly professional development and support

**Part 5 – Budget and Resource Alignment**

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

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

- Per session funds to be used for AP-led teacher training on effective questioning and discussion techniques.
- Additional per-session funds to be used to train paraprofessionals on how to lead one-on-one and small group discussions to assist their charges and other struggling learners.
- Use of P-card to purchase supplemental writing programs for grade K-5.

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 30, 2015 student work and teacher observations would have reflected an increase in students’ use textual evidence to support their claims, opinions, and arguments during text-based discussions and written responses.
- Beginning in September 2014 and ending in June 2015, teacher teams will hold four grade level meetings each month.
- Professional development will be provided every month with feedback forms and reflection on progress
- Teacher teams (Inquiry teams) will meet with school leaders once a month to review performance based tasks and feedback sessions for writing lessons and units.
- All teachers will be observed, both formally and informally, a minimum of four to six times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>• After conducting an analysis of teacher evaluation data (taken from the <i>ADVANCE</i> portal) and feedback in the areas of: Creating an Environment of Respect and Rapport (1a), Establishing a Culture for Learning (2b), Managing Student Behavior (2d), and Engaging students in learning (3d) we determined that we needed to continue maintaining a respectful tone in our school and in our classrooms.</li> <li>• <b>Strengths:</b> <ul style="list-style-type: none"> <li>- As per our last Quality Review report, our school has an “inclusive, safe and respectful tone, where students pay attention to teachers, students interact politely amongst themselves and with adults. As a result, the school provides an environment conducive to learning, where students, parents, and teachers feel safe, welcome, and appreciated.”</li> <li>- Guidance Counselor knows individual students and participates in academic intervention meetings to ensure that all students are receiving not only the social-emotional help they need but also the academic support to ensure their success</li> </ul> </li> <li>• <b>Needs:</b> <ul style="list-style-type: none"> <li>- As per our last Quality Review report, though we have a safe and nurturing environment we still need to work on creating a culture of learning that is challenging and sets high expectations for learning for all stakeholders.</li> <li>- We need to continue working on setting higher and more rigorous expectations for learning and must provide supports to teachers, students and parents to achieve them.</li> </ul> </li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, our school will implement and sustain research-based practices that address barriers to learning and develop positive assets in all students as evidenced in rigorous instruction, increased student achievement and increased participation of students and parents in school activities.</p>

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g.,</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>verage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li><b>Strategy-</b> Bulldog Bucks Program <ul style="list-style-type: none"> <li>Our school-wide behavior intervention and rewards system, The Bulldog Bucks, celebrates students monthly who exhibit exemplary behavior, responsibility, citizenship, and academic improvement. Teachers in all classrooms, Pre K- through fifth grade keep track of the points students earn daily for appropriate personal and academic behaviors and at the end of the month one child from each class receives a prize and a certificate for their achievement. We believe this boosts students' confidence and maintains our culture of respect and rapport as well as gives students an incentive to do well in all areas of their school lives.</li> </ul> </li> <li><b>Activity</b> -Teachers will write and implement lessons that incorporate strategies learned via Network-facilitated professional development which helps teachers identify barriers to instruction.</li> </ul>	<p>-Teachers - Paraprofessionals -School Psychologist -Guidance Counselor</p> <p>Teachers</p>	<p>September 2014- June 2015</p> <p>September 2014- June 2015</p>	<p>Principal Assistant Principal</p> <p>Principal Assistant Principal</p>
<ul style="list-style-type: none"> <li><b>Activity</b> – Professional Development will be provided to teachers on the following topics: identifying barriers to instruction, Universal Design for Learning, Designing Coherent Instruction and others.</li> <li><b>Activity</b> - All teacher teams (Inquiry teams and grade teams) will evaluate student assessments and performance based tasks a minimum of three times a month using the Collaborative Analysis of Student Work protocol developed during the 2014 - 2015 school year. This will help teacher teams identify gaps in student learning and drive instructional decisions based on that data.</li> <li><b>Activity-</b> Parents are invited to observe inquiry meetings, and learn what the expectations for learning are for their children. They will also have the opportunity to observe how teachers assess student learning and how they make adjustments to lessons based on the students' needs. Supports will be provided for parents at these meetings so they can help their children meet the demands of the CCLS at home.</li> </ul>	<p>Teachers</p>	<p>September 2014- June 2015</p>	<p>Principal Assistant Principal Network Achievement Coaches</p> <p>Assistant Principal</p> <p>Assistant Principal</p>

<ul style="list-style-type: none"> <li>• <b>Activity-</b> Coffee with the Principal</li> <li>- School leaders host a monthly informal meeting with parents where expectations for learning are shared as well as sample student work is shared and explained to each parent in detail. Parent Coordinator and PTA president and other PTA members are also present to help facilitate the sessions and provide support for parents.</li> </ul>	<p><b>Teachers</b></p>	<p><b>September 2014- June 2015</b></p>	<p><b>Principal Assistant Principal Parent Coordinator PTA members</b></p>
<ul style="list-style-type: none"> <li>• <b>Activity-</b> School leaders will conduct monthly classroom observations to observe practices across competencies 1a, 1e, 2a, 2d, 3b, 3c, and 3d of the Danielson rubric. Actionable feedback will be provided in a timely fashion to teachers in the areas of culture of learning, respect and rapport, and engagement. Professional conversations will be take place during grade team meetings, where rigor and scaffolds will be discussed.</li> </ul>	<p><b>Teachers</b></p>	<p><b>September 2014- June 2015</b></p>	<p><b>Principal Assistant Principal</b></p>

**Part 4 – Resources Needed**

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

- **Weekly Meeting Time for Grade Teams-** Assistant Principal will hold weekly grade meetings with teachers in each grade and provide feedback for developing effective lessons that incorporate opportunities for rigorous learning and the incorporation of our school-wide behavior intervention system.
- **SEIS Specialist-** to meet weekly with teachers of ICT classes.
- **Organization of Grade and Inquiry Teams**
- **Data Specialist-** to assist grade teams in gathering, analysis, and use of data to drive instruction
- **Staff Development Committee-** provide monthly professional development and support

**Part 5 – Budget and Resource Alignment**

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

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

- NYS STVP funds will be used to purchase math software that will give teachers periodic diagnostic data on students’ needs and areas of growth.
- Tax Levy funds have been used to purchase Brain Pop so teachers can include these interactive videos and games into their daily lessons.
- TL and NYSTL textbook funds will be used to purchase supplementary materials that will be used for remediation and enrichment in mathematics.
- Purchase of additional EXEMPLAR tasks to be incorporated into the existing GO Mathematics curriculum.
- TL FSF funds will be used to pay teachers per session for AP-led professional development on how to incorporate UDL strategies into daily lessons.

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 30, 2015, school leaders and teachers would have completed four observations.
- Beginning in September 2014 and ending in June 2015, teacher teams will hold four grade level meetings each month.
- PD will be provided every other month with feedback forms and teacher evaluation.
- Teacher teams (Inquiry teams) will meet with school leaders four times a month to review performance based tasks and feedback sessions for writing lessons and units.
- All teachers will be observed, both formally and informally, a minimum of four-six times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

**Section 5: Needs Assessment, Annual Goals and Action Plans**

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

**Part 1 – Needs Assessment**

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

- After conducting a two-year trend analysis of student performance data on both state and school-based assessments, Quality Review feedback, Principal Performance Observation feedback, teacher observation data, MOSL data and classroom observations it was determined that as a school we needed to build on the use of common assessments to make instructional adjustments in every day practices.
- **Strengths:**
  - Teachers have built-in time in their schedules to meet regularly with their grade colleagues to plan and analyze student work.
  - Teacher teams use a research-based protocol (Collaborative Analysis of Student Work) to analyze student work.
  - Teachers use data gathered through the analysis of student work to make adjustments to lessons which include scaffolding and differentiation strategies and supports for English Language Learners.
- **Needs:**
  - Cohesive, student-friendly rubrics that students can use to self-assess
  - Actionable , timely, and specific feedback to students
  - Use of data to effectively to make instructional adjustments

## Part 2 – Annual Goal

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

By June 2015, 100 % of the staff will participate on inquiry teams and will use research-based protocols (Collaborative Analysis of Student Work Protocol) to analyze student work and student contributions to classroom activities for evidence of student growth and gaps in student learning in relation to both selected CCLS and personal behaviors to ensure the progress of all students.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li><b>Strategy-</b> Use of Collaborative Analysis of Student Work Protocol               <ul style="list-style-type: none"> <li>All teachers and paraprofessionals will participate in inquiry cycles that guide participants to look at student work collaboratively using a common protocol. The use of this protocol will help participants identify gaps in student learning and understanding and help teacher teams make instructional adjustments.</li> </ul> </li> <li><b>Activity</b> -Teachers will form grade-level lesson study groups where they will research strategies to address identified student needs and draft and implement lessons with the researched strategies in order to improve student outcomes and track student progress.</li> </ul>	<b>Teachers</b>	<b>November 2014- June 2015</b>	<b>Assistant Principal</b>
<ul style="list-style-type: none"> <li><b>Activity</b> - PD will be provided to teachers on the following topics: SMART goal-setting, The Inquiry Process, Introduction to the Collaborative Analysis of Student Work Protocol, Using data to drive instruction, identifying barriers to instruction, and Strategies for Addressing ELL's and SWD's.</li> <li><b>Activity</b> - All teacher teams (Inquiry, grade level, and Department) will evaluate student assessments and performance based tasks a minimum of two times a month using the agreed upon school-wide protocol for looking at student work developed during the 2014 – 2015 school year.</li> </ul>	<b>Teachers</b>	<b>September 2014- June 2015</b>  <b>November 2014-June 2015</b>	<b>-Assistant Principal</b> <b>-Staff Development Committee</b> <b>-Network Achievement Coaches</b>  <b>Assistant Principal</b>
<ul style="list-style-type: none"> <li><b>Activity-</b> Parents are invited to observe inquiry meetings, and learn what the expectations for learning are for their children. They will also have the opportunity to observe how teachers</li> </ul>	<b>Teachers</b>	<b>December 2014- June 2015</b>	<b>Assistant Principal</b> <b>Parent Coordinator</b>

assess student learning and how they make adjustments to lessons based on the students' needs. Supports will be provided for parents at these meetings so they can help their children meet the demands of the CCLS at home.			<b>Teachers PTA Members</b>
<ul style="list-style-type: none"> <li><b>Activity-</b> All classroom teachers across grades use the <b>Stars and Steps Feedback Form</b> to provide targeted, specific, and actionable feedback to students.</li> </ul>	<b>Teachers</b>	<b>November 2014-June 2015</b>	<b>Principal Assistant Principal</b>

#### **Part 4 – Resources Needed**

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

- **Weekly Meeting Time for Grade Teams-** Assistant Principal will hold weekly grade meetings with teachers in each grade and provide feedback for developing effective lessons that incorporate scaffolds, differentiation, and multiple-entry points for diverse learners.
- **SEIS Specialist-** to meet weekly with teachers of ICT classes and support teachers in identifying barriers to instruction and ideas for scaffolding instruction for students with disabilities.
- **Purchase EXEMPLARS** performance-based tasks for teachers to incorporate into existing curriculum
- **Organization of Grade and Inquiry Teams**
- **Data Specialist-** to assist grade teams in gathering, analysis, and use of data to drive instruction
- **Staff Development Committee-** provide monthly professional development and support

#### **Part 5 – Budget and Resource Alignment**

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

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

- Per-session funds will be used to pay Staff Development Committee to work additional hours to prepare staff presentations in which each member leads an inquiry group on analyzing student work.
- Per-session funds to incorporate staff development committee members to develop strategies for interventions after they observe inquiry lessons in order to turn-key to individual inquiry teams
- Per-session funds for data teacher to help school leaders to develop a cloud that will be used by all stakeholders in order to communicate ideas, strategies, data, and action plans developed by inquiry teams.

#### **Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 27, 2015, school leaders and teachers would have completed one cycle of inquiry.
- By the end of 2014-2015, school leaders and teachers would have normed the lesson planning process for inquiry lessons.
- All teachers will complete self-reflection forms and feedback forms for PD's.
- The data specialist will conduct an analysis of school-based assessments to evaluate the alignment between internal and external assessment data of no more than a 10% deviation in the scoring alignment.
- By the end of 2014-2015 school year, school leaders and teachers will review observation data in order to measure teacher and student growth as a result of using data to lesson and plan and to make instructional decisions.

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

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>• After a conducting a review of collaboration practices, professional development history, and Quality Review feedback and Principal Practice Observation feedback over two years it was determined that school leaders, teachers and other stakeholders still need to continue developing and enhancing collaborative practices in our school in order to increase student achievement via the clear communication of high expectations to all stakeholders.</li> <li>• <b>Strengths:</b> <ul style="list-style-type: none"> <li>- “Principal has established an open door policy and is accessible to students, parents, and teachers.” QR Report 2013</li> <li>- “All teachers state that they are comfortable approaching school leaders with questions and concerns.” QR Report 2013</li> <li>- Principal and Assistant Principal participate in teacher-led professional development sessions and share best practices.</li> <li>- Assistant Principal facilitates many professional development sessions as well as inquiry work with all teachers and when applicable, parents.</li> <li>- Assistant Principal conducts one-on-one coaching sessions, models lessons, and leads inter-visitation cycles for struggling teachers.</li> </ul> </li> <li>• <b>Needs:</b> <ul style="list-style-type: none"> <li>- Increase and build trust amongst stakeholders in order to achieve a common goal</li> <li>- Plan for more community building activities</li> <li>- Consistent inter-class visitations and debrief sessions</li> <li>- Professional development for teachers on how to manage time effectively and reduce stress</li> </ul> </li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, 60% of teachers will demonstrate the ability to work with peers and school leaders to achieve both rigor and access for all students by planning curriculum maps, units of study, and lesson plans that align to CCLS and include opportunities for student engagement, discussion and students self-reflection.</p>

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with</li> </ul>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li><b>Strategy-</b> Professional Learning Communities.</li> <li><b>Activity</b> –Teachers will receive professional development on best practices for collaboration, team-building, and norm setting.</li> </ul>	Teachers	September 2014- June 2015	Assistant Principal
<ul style="list-style-type: none"> <li><b>Activity-</b> Community Building Activities. <ul style="list-style-type: none"> <li>Teachers will participate in continuous trust building and community building activities during professional development sessions.</li> </ul> </li> </ul>	Teachers	September 2014- June 2015	Assistant Principal Staff Development Committee
<ul style="list-style-type: none"> <li><b>Activity-</b> Curriculum Mapping and Unit Planning <ul style="list-style-type: none"> <li>Teachers will be trained on effective practices for curriculum mapping and unit planning.</li> <li>Teachers will participate in horizontal and vertical planning sessions to enhance and adjust existing curriculum.</li> </ul> </li> </ul>	Teachers	September 2014- June 2015	Assistant Principal Teachers

#### **Part 4 – Resources Needed**

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

- Weekly Meeting Time for Grade Teams-** Assistant Principal will hold weekly grade meetings with teachers in each grade and provide feedback for best practices for professional learning communities, monitor progress, and provide support.
- Time and space** for community building activities during the school year.

#### **Part 5 – Budget and Resource Alignment**

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

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>Per-session funds will be used for AP-led professional development on curriculum mapping and unit planning.</li> </ul>									

#### **Part 6 – Progress Monitoring**

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

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

- Teachers will draft curriculum maps and unit plans that incorporate multiple entry points for all learners for literacy and mathematics by January 2015.
- Teachers will meet a minimum of once a week to discuss and plan for instruction and draft units of study.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>After conducting a two-year trend analysis of parent participation, analyzing the results of our most recent Learning Environment Survey, and attendance at parental engagement meetings and workshops it was determined that all parents and guardians from kindergarten through fifth grade students demonstrated a need for more parental engagement via more school-based community events.</li> <li>It was recommended via feedback after our school’s last Principal Observation Visit that we engage parents in more academic-based school events as well as social so parents are more engaged in the academic lives of their children. Also, suggested, host smaller informal sessions with parents where expectations for learning are not only shared but parents can also be provided with supports to assist their children in the home.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<b>By June 2015, 75% of administration, teachers, Parent Coordinator, and PTA will demonstrate the ability to plan and build stronger family ties with parents, guardians, and community members as evidenced by increased parental engagement during academic and social school community events.</b>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li><b>Strategy-</b> Inviting parents to various and more frequent informal academic and social events.</li> <li><b>Activity</b> -Teachers will host four parent teacher conferences for the 2014-2015 September, November,</li> </ul>	<b>Teachers Parents/Guardians</b>	<b>September 2014- June 2015</b>	<b>Principal Assistant Principal</b>

<p>March and May. September to be used for Curriculum Night, November and March Parent Teacher Conferences, and May Preparing Your Child for the Next School Year.</p> <ul style="list-style-type: none"> <li>• <b>Activity-</b> Coffee with the Principal <ul style="list-style-type: none"> <li>- Parents will invited monthly to a small grade-level parent meeting with school leaders, where expectations for learning will be shared, parents will look at grade level work with school leaders and discuss supports at home. Parents can also share their concerns, ideas for improvement, and community building ideas.</li> </ul> </li> <li>• <b>Activity-</b> Literacy Celebrations <ul style="list-style-type: none"> <li>- Parents will be invited to literacy celebrations in their child’s classroom where they can be part of their child’s achievement and progress.</li> </ul> </li> <li>• <b>Activity-</b> Parent Support Group <ul style="list-style-type: none"> <li>- The PTA will host monthly parent support group meetings for parents where a variety of topics will be discussed such as: managing stress as a single parent, helping your child with CCLS-aligned assignments, health related issues, and others.</li> </ul> </li> </ul>	<p><b>Parents/Guardians</b></p> <p><b>Teachers Parents/Teachers</b></p> <p><b>PTA Parents/Teachers</b></p>	<p><b>November 2014- May 2015</b></p> <p><b>November 2014- May 2015</b></p> <p><b>November 2014- May 2015</b></p>	<p><b>Principal Assistant Principal</b></p> <p>Assistant Principal</p> <p>Principal Assistant Principal</p>
<ul style="list-style-type: none"> <li>• <b>Activity-</b> Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.</li> <li>• <b>Activity:</b> Regular assembly programs to foster a sense of community based on the students who have improved the most and those that have excelled.</li> <li>• <b>Activity:</b> The PTA will distribute a monthly calendar of school-wide events.</li> <li>• <b>Activity:</b> School leaders send home a monthly parent letter detailing expectations for learning, upcoming events, and learning opportunities.</li> </ul>	<p><b>Parents/Guardians Teachers School Leaders</b></p>	<p><b>September 2014- June 2015</b></p>	<p><b>Assistant Principal Parent Coordinator Teachers PTA</b></p>
<ul style="list-style-type: none"> <li>• <b>Activity-</b> Tuesdays 40 minute Parent Engagement Block: Teachers may plan face-to-face meetings with parents/guardians, email with parents, create newsletters, have telephone conversations with parents, creating content for school website, and any other Parent Engagement activities.</li> </ul>	<p><b>Teachers Parents/Guardians</b></p>	<p><b>September 2014- June 2015</b></p>	<p><b>Principal Assistant Principal</b></p>

**Part 4 – Resources Needed**

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

- Time for all teacher teams to engage in planning for parent engagement activities
- Materials for hosting parent engagement activities.
- Incentives for parents and students for participating in school events.

**Part 5 – Budget and Resource Alignment**

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

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

- **P-Card to be used to purchase materials for parent engagement activities and school events.**

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 30, 2015 teachers would have developed and engaged in a minimum of at least four parent engagement activities.
- Beginning in September 2014 and ending in June 2015, teachers will engage in weekly parent engagement activities.
- Teachers will meet with school leaders once a month to review parent engagement activities and receive feedback

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

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>- Students who score Level 1 or 2 on the NYS ELA and/or Math exams</li> <li>- When students are referred by the School Implementation Team and are in need of academic support</li> </ul>	<ul style="list-style-type: none"> <li>- Reading A-Z literacy program</li> <li>-Ready CCLS practice books</li> <li>-CKLA Assessment &amp; Remediation guides (Grades K-2)</li> <li>- Close reading strategies (Grades 3-5)</li> <li>- Reciprocal Teaching Protocol (Grades 3-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Small group</li> <li>- pullout / push SETSS model</li> <li>- one-on-one support using Response to Intervention Strategies</li> </ul>	All done during the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Students who score Level 1 or 2 on the NYS ELA and/or Math exams</li> <li>- When students are referred by the School Implementation Team and are in need of academic support</li> </ul>	<ul style="list-style-type: none"> <li>-Think Central (online support system for Go Math program)</li> <li>-Go Math Tier I, II, and III interventions</li> <li>- EXEMPLARS performance-based assessments</li> <li>-problem-solving strategies for solving word problems</li> </ul>	<ul style="list-style-type: none"> <li>- Small group</li> <li>- pullout / push SETSS model</li> <li>- one-on-one support using Response to Intervention Strategies</li> </ul>	All done during the school day
<b>Science</b>	<ul style="list-style-type: none"> <li>-Fourth grade NYS Science Assessment</li> <li>-classroom assessments/data</li> <li>-teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>-Early childhood and upper grades use guided reading and small group activities that include open-ended questions based on the topics addressed in the NYC Scope and Sequence.</li> <li>- hands-on activities addressing major</li> </ul>	<ul style="list-style-type: none"> <li>- Small group pullout/push in model with science cluster teacher</li> </ul>	All done during the school day

		<p>standards and process skills addressed on the NYS 4<sup>th</sup> Grade Science Exam</p> <ul style="list-style-type: none"> <li>- close reading strategies for non-fiction text</li> <li>-Reciprocal Teaching Protocol</li> </ul>		
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-Classroom assessments/data</li> <li>-Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>-Early childhood and upper grades use guided reading and small group activities that include open-ended questions based on the topics addressed in the NYC Scope and Sequence.</li> <li>-close reading strategies for non-fiction text</li> <li>-Reciprocal Teaching Protocol</li> </ul>	Small group pullout/push in model.	All done during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Implementation Team and teacher observations	Recommendation by School Implementation Team	Small group pullout/push in model.	All done during the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines.
- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.
- Instructional coaches are paired with struggling teachers.
- In-house professional development opportunities to be offered for all members of the teaching community, especially for our new staff.
- Weekly grade meetings and monthly professional development sessions are conducted covering a variety of topics, including but not limited to: differentiated instruction, Common Core Learning Standards, unit planning, formal and informal observation guidelines, all curriculum related areas, and student support instructional activities.
- Teachers attend off-site network professional development sessions to enhance their professional practice.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Mentors (internal and external) are assigned to support struggling and un-qualified teachers.
- In-house professional development opportunities to be offered for all members of the teaching community, especially for our new staff.
- Weekly grade meetings and weekly PD are conducted covering a variety of topics, including but not limited to: differentiated instruction, Common Core Learning Standards, unit planning, formal and informal observation guidelines, all curriculum related areas, and student support instructional activities.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**PreK- use of CKLA for literacy and Engage NY for mathematics.**

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Professional development provided for CKLA and early intervention strategies.  
Grade teams are consulted as well as the Staff Development Committee and the School Leadership Committee whenever decisions about curriculum purchases are pending. Their feedback is considered when making final decisions.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Title I Part A (Basic)	Federal	\$224,081	X	
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$114,590	X	
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$1,202,225	X	

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

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

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

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

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

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

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

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) 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 the school. PS 297 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 297 will support parents and families of Title I students by:

PS 297 agrees to implement the following statutory requirements:

- Meetings will take place at the beginning of year school year to consult with the parents of Title I students and establish the design of the plan for funding.
- The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.
- They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.
- The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.

1. PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

2. PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.

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 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: nutrition and exercise, 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, and the 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

At PS 297 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities such as our annual Open House event for parents/guardians to discuss school-wide expectations in instruction and social skills and 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
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- We will support and host Family Day events; we will host three award assemblies to recognize student achievement; in October, we will have a “Think Pink” school-wide focus and hold a breast cancer assembly and walk-a-thon; in June to celebrate our multiculturalism we will host our annual Multicultural Day event and our annual Career Day celebration.
- The school will host assemblies to ensure a sense of community and the PA and the parent coordinator will host their monthly meetings prior to each show
- To promote family time we invite parents to participate in family movie night, disco night, etc.
- Host a parent workshop on “How to Use the ARIS Parentlink”
- Encouraging more parents to become trained school volunteers (Learning Leaders)
- Providing written monthly progress reports to keep parents informed of their children’s progress
- Informing parents on the school website and on Facebook 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

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in:

1. ESL
2. Computer usage (ARIS Parent Link)
3. ELA
4. Math
5. Health Issues
6. Educational Trips (e.g. Fall/Spring college tours for our fifth grade students)
7. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - a. Open Airways
8. PS 297 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:
  - Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
  - Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.
9. PS 297 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Grade wide meetings to explain the State and Common Core Standards in ELA and Mathematics.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available.

PS 297 is aware of the need for many parents to have a safe place to leave their non-school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised. This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by. This policy was adopted by the PS 297 on 09/15/2014 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2014.

### School-Parent Compact (SPC) Template

PS 297, 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

##### PS 297 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.
3. Hold two parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
4. Specifically, those conferences will be held in the Fall and again in the Spring.
5. Provide parents access to ENGRADE an on-line Progress Report on their children's progress. In addition to the three scheduled report cards, the school will send home individual reports on at-risk students and additional two times a year. Provide a Parent and Student Handbook also translated into the dominated language of the school community.
6. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
7. All staff has at least one non teaching period per day. The parents are notified of this schedule and are

encouraged to request meetings during these times.

8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy, which permits parents and guardians the opportunity to enter classrooms, as long as they are signed into the building and have an office pass.
9. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PA and Leadership meetings.
10. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
11. All parents of Title I students are invited to attend the two annual meetings of the PIP.
12. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.
13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0

## II. Parent/Guardian Responsibilities:

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

- Monitoring 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.
- Making sure that homework is completed.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes).
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high

standards. Specifically, we will:

- **Attend school regularly and arrive on time.**
- **Do my homework every day and ask for help when I need to.**
- **Submit all assignments on time.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Show respect for myself and other people**
- **Try to resolve disagreements or conflicts peacefully**
- **Follow the Discipline Code of the DOE and the school.**

**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>14</b>	Borough <b>Brooklyn</b>	School Number <b>297</b>
School Name <b>The Abraham Stockton School</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>J. Brown</b>	Assistant Principal <b>G. Espinal</b>
Coach <b>J. Cusumano</b>	Coach
ESL Teacher <b>W. Vargas</b>	Guidance Counselor <b>J. Cashman</b>
Teacher/Subject Area <b>M. Cunningham</b>	Parent <b>C. Petito</b>
Teacher/Subject Area <b>C. Rabbach</b>	Parent Coordinator <b>N. Houser</b>
Related Service Provider	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>1</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>269</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>10.04%</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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<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>														
Pull-out	6	1	4	1	11	4								27
SELECT ONE														0
<b>Total</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>27</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	2	2	10	0	4				27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	17	2	2	10	0	4	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														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	6	1	3	1	11	4								26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>27</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)		1		1	1									3
Intermediate(I)	2	1		2										5
Advanced (A)	4	3	1	8	3	0								19
Total	<b>6</b>	<b>5</b>	<b>1</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>27</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	9	3			12
4	3	2			5
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		2		1				11
4	2	1	2						5
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2	1	3		6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.  
The current tools used at PS 297 are Fountas & Pinnell Running Records, Words Their Way Spelling Inventory, CKLA aligned Concepts of Print, First Fifty Sight Words (grade dependent), and Performance Task (grades 4-5). This data provides information regarding students current levels of performance in reading (fluency and comprehension), phonemic awareness, and writing (focused task).

We will align this data to our school's CEP. In supporting our school plan, this data measures our ELL students' abilities to use evidence to support class discussions and produce writing pieces that uses evidence to form or make arguments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across the proficiency levels and grades show that 70% of the ELL population shows that they are advanced and on the cusp of becoming proficient, 18% of the students are intermediate and 12% of the students are beginner.
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 [AMAQ tool](#))  
RNMR report not available as of 11-14-13
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) In kindergarten the proficiencies are as follows: 66% advanced, 34% intermediate.  
In grade 1 the proficiencies are as follows: 60% advanced, 20% intermediate, and 20% beginner.  
In grade 2 the proficiencies are as follows: 100% advanced,  
In grade 3 the proficiencies are as follows: 72% advanced, 18% intermediate, and 10% beginner.

In grade 4 the proficiencies are as follows: 75% advanced, 25% beginner.  
ELLs that are taking ELA exam are scoring 70% in level 1 and 30% in level 2. These student receive extra support in the form of RTI, ESL afterschool, and ESL services which focus on writing and reading.

b) The school leadership and teachers use the results of the ELL periodic assessments to forecast how these students will perform on the NYSELAT. They are used as a key indicator of student progress toward meeting NYS English as a Second Language Standards. It allows us to interpret and compare student's achievement on each assessment form.

c) The school is able to determine the probability of receiving each performance level on the NYSELAT, based on those performance scores. It tests ELLs ability to answer reading, writing, and listening questions. Native language
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](#).)  
In implementing RTI approaches with ELLs the first step is to determine the student's knowledge and skills in their first language, and then understand their performance in their second language. Sub-groups are created based on student ability to demonstrate the capacity to acquire reading skills (low to high). Ongoing professional development must be done to ensure that appropriate decisions for interpreting, screening, and assessments results are used to design intervention (PD for general education teachers, special education teachers, and ELLs teachers). Progress monitoring should also be done at each Tier level.
6. How do you make sure that a child's second language development is considered in instructional decisions?
  - a. In connection to previous responses, you first, must gauge their knowledge and skills in their first language. Then understand their performance in their second language, through performance tasks, assessments, etc. Make instructional decisions only when a knowledge based has been established.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The ESL program success is measured based off ongoing assessments which include running records and monthly assessments. There are three benchmarks given throughout the year, in the beginning of the year to establish a baseline, in the middle of the year to monitor progress and at the end of the year to measure the growth throughout the year. At the beginning of each year we are able to analyze the NYSELAT, NYSELA, NYSMATH results and see the achievements of the ELL population.

## 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 PS 297 the ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish by a certified pedagogue. The Spanish interviews are conducted by a certified ESL teacher and the school's testing coordinator. The certified ESL teacher, determines through an oral interview of the family and the new admits the home language of the students whose first language is other than English. The certified ESL teacher then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. The yellow copies and the white copies are kept on file, one in a central location and the other in the student's cumulative folder. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration by the certified ESL teacher. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parents' selection. The Spanish Lab-R is administered by the certified ESL teacher.  
After the LAB-R testing, parents are sent letters for those students who are eligible for ESL services. The letters invite parents to attend an orientation meeting where they are welcomed and receive translation in their native language. During the meeting, parents are shown the orientation video in their native language with translators are made available. An open discussion about program selections follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are: Process and Outreach. Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by the certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator, phone relay and home visits. All efforts by the school to reach the parents are fully exhausted first. Then if parents fail to respond, the student is placed in a free standing ESL program where they will receive pull-out services from a certified ESL instructor.  
Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them again the morning of the meeting. The school offers 2 additional meeting dates to accommodate the parents who had difficulty attending the first meeting. This process is completed by the second week of school and documentation is kept on file.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters and the Parent Selection are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 297, we provide them with information on schools that offer their program choice and explain that we will keep their selection choice on file and when the number of students that requested that choice meets the criteria, opening that class will be reviewed and considered.  
In case a form is not returned, or if a parent misses the orientation, a second letter and third letter is mailed to the parent to reschedule another orientation session. We also implement a phone relay, home visit and outreach of parent volunteers and the parent coordinator.  
If the parent does not respond and all of the school's outreach efforts are exhausted, the student is then placed in an ESL program. PS 297 does not offer a Transitional Bilingual Education Program or a Dual Language Program. We have created a tracking sheet to account for languages selected by parents. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is a certified ESL teacher.
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.  
The criteria used to place identified ELL students in an ESL instructional program is based on student LAB-R scores.  
The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch teacher that has

demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator, with translator options. They also receive letters in their native language explaining our instructional strategies. We have created a parent selection tracking sheet to account for the program selections made by parents.

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

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- Review BESIS, and ATS for RLER, RLAT and RLMR to determine a student's eligibility to take the NYSESLAT.
- NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, reading or writing – being tested by a certified ESL teacher and a certified teacher...A schedule of rooms and times is placed on the school's Daily Notice and the same testing conditions exist that exist for the NYS Standardized Tests.
- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

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. 
- After reviewing the Parent Survey and Program Selection forms over the past few years, 98% of parents have requested that their children be placed in our ESL program. The remaining 2% have decided on placing their children in a Transitional Bilingual Education Program or have transferred their children to another school that offers a transitional bilingual education program for general education students. PS 297 does not have a Transitional Bilingual Education Program for general education students. The school has a Transitional Bilingual Education Program for special education students only. PS 297 does not have a Dual Language Program. The program models offered at PS 297 are aligned with parents' choices and requests based on the program selection form. PS 297 offers an ESL program for general education students and special needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a Transitional Bilingual Education Program, creating one will be considered to ensure alignment between parent choice and program offerings.

## 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])?
    - 1 a. The organizational models of PS 297 are the pull-out ESL. Students are grouped heterogeneously using best practices in differentiated instruction.
    - 1 b. In the ESL pull-out program, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL methodologies and data (reading levels and Words Their Way Spelling Inventory). The students are provided ESL services in accordance CR Part 154 mandates.
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)?

We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.

a) The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction. ESL methodologies are incorporated in all content areas using the CALLA and SIOP models. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition.

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.

In the Free Standing ESL model instruction is delivered through the content areas in 100% English. To make content comprehensible and to enrich language development, we use ESL methodologies based on the SIOP model and total physical response (TPR). We also embed technology in our instruction. The content areas are ELA, Math, Social Studies, Science, and Art. We have also adopted Common Core aligned programs ; Expeditionary Learning and Core Knowledge Arts.

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

We ensure that ELLs are appropriately evaluated in their native languages through native language assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets.

Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained or revised.

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).

a)SIFE student are given individual instruction using phonics instruction and grammar. Teachers will work on developing in listening, reading, speaking, and writing. Number sense and basic math skills would also be part of the daily curriculum. We have a highly motivated instructional team that provides multiple data from a variety of sources that will assist with designing a targeted instructional program.

b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow CKLA reading curriculum. Grades 3-5 teachers follow Expeditionary Learning. Students receive additional exposure to the format and the content of the NYSESLAT. In each of the above core curriculum areas, differentiation of instruction is data driven to meet students at their zones of proximal development.

c) In addition to the aforementioned instructional plan, ELLs receiving service for 4-6 years continue to receive ESL that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on

lessening test anxiety and mastering the NYSESLAT content.

d) In addition to the aforementioned instructional plan, our long term ELLs for 6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

e) Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child's proficiency level, grade and age. They also participate in our Title 3 Afterschool enrichment.

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?

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Response To Intervention team (RTI) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions. The school also has ICT self-contained classes on all grade levels.

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?

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). In order for students to attain English proficiency within the least restrictive environment, that are group according to their needs and abilities. Both the SETSS and the ESL teachers collaborate with the classroom teachers to ascertain the needs of the students to attain success.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

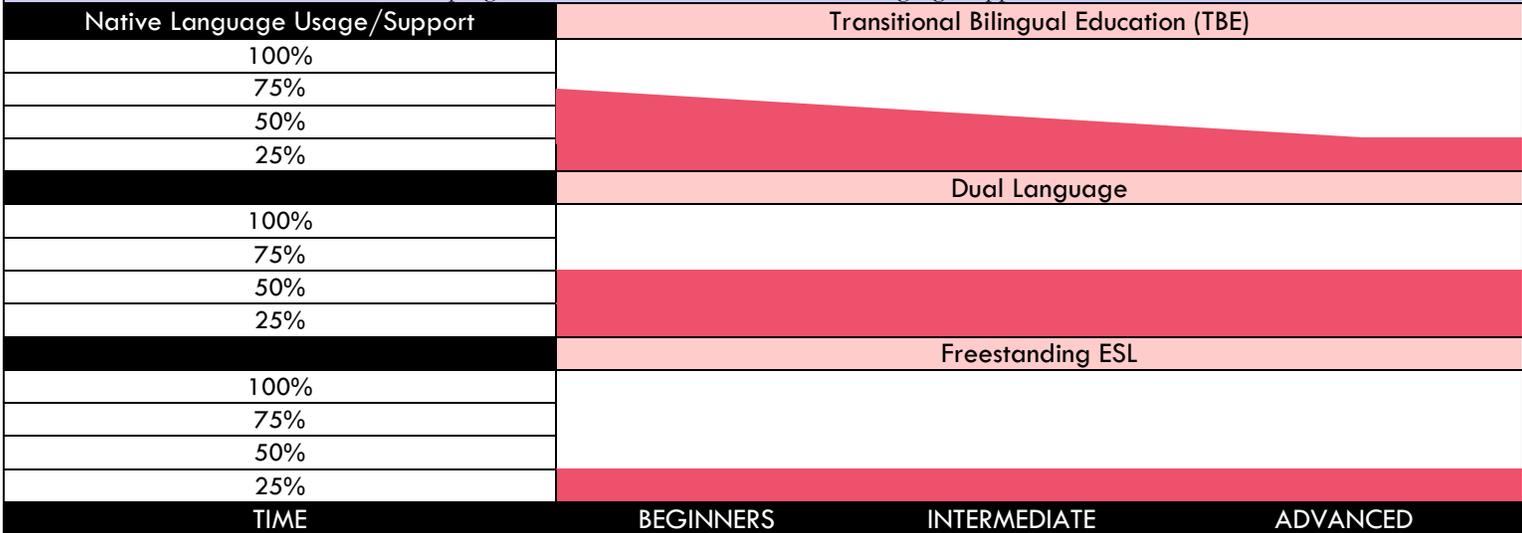
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services for K-5, include:
- Academic Intervention Service (AIS) – using a pull-out model with skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.
- Wilson/Fundations – a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies
- We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every six weeks during our weekly collaborative learning meetings. We also provide extra help with language and grammar usage during our afterschool program.
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 effectiveness is measured based off ongoing assessments which include running records and monthly assessments. There are three benchmarks given throughout the year, in the beginning of the year to establish a baseline, in the middle of the year to monitor progress and at the end of the year to measure the growth throughout the year. At the beginning of each year we are able to analyze the NYSELAT, NYSELA, NYSMATH results and see the achievements of the ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- We provide extra help with language and grammar usage during our afterschool program.
12. What programs/services for ELLs will be discontinued and why?
- There were no programs discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra - curricular activities. As previously stated, our ELLs receive extra support from our AIS providers, Good Shepard– community based organizations that will provide weekly after-school extra curricula activities, a school based ESL afterschool for ELLs. The Title 3, offer supplementary programs for ELL students in grade 3-5 to address comprehension, reading, writing, listening, and speaking skills to prepare them to pass the NYSESLAT and lessen students' test anxiety.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support our ELLs and ELL subgroups are as follows: Reading-Expeditionary Learning-CKLA-Fundations/Wilson, Words Their Way, Fountas and Pinnel Level Literacy Intervention/Math-GO Math/Science-NYC K-8 Scope and Sequence / Social Studies-NYC K-8 Scope and Sequence / Technology-SmartBoards-Laptop Carts. Additional support materials include NYSESLAT skills practice books and CDs, audio/visual aids and center based activities to enrich language acquisition.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language instructional support per program is delivered in the following manner: ESL – Our cohorts receive push-in instruction using ESL methodologies and native language support that provides them with greater access to their current classroom instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions.
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 ELL students are assisted before the beginning of the school year through Back to School orientation, Open House, and PTA offers ongoing events throughout the school year. We offer translations and translators to parents.
18. What language electives are offered to ELLs?
- N/A

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

Throughout the 2013-2015 school year, there will be at least 3 professional developments held for teachers per year. The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teacher will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

Throughout the 2013-2014 school year, there will be at least 3 professional developments held for teachers, including all classroom Pre-K –through 5 as well as out of classroom personnel (i.e. Math Support, Science Teacher, Literacy Coach, and SETTS).

The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

By utilizing professional resource materials including (Words Their Way, Word Study for Phonic, Vocabulary, and Spelling Instruction by Donald Bear, English Language Learners: Day by Day K-6 by C. Celic, Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco, Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement), I will gather information and gain insight into ways of helping others set-up an ELL environment that fosters learning across the content areas.

The first professional development will be provided on January 16, 2014 and gave a detailed look at ways to assess at-risk and ELL learners through Words Their Way Spelling Inventory.

Two more professional developments will be given in the spring and revisit needs of ELLs and help establish center areas in the teacher's classroom.

The following materials will be used:

English Language Learners: Day by Day K-6 by C. Celic

Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P.

Velasco

Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement

Materials:

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach In-depth descriptions and examples for each component of the CALLA model: using content areas standards, developing academic language and teaching learning strategies. \* A comprehensive analysis of the CALLA instructional sequence to help teachers plan and differentiate instruction \* Standardized test preparation and authentic, performance-based assessments

2. Teachers receive ongoing professional development that is provided by various opportunities by the Grapevine Network, Office for English Language Learners and through the ESL teacher.

3. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our population of ELLs. We use ESL methodologies and incorporate the SIOP model. The social worker and guidance counselors support students through Respect for All.

4. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days of mandated Chancellor's PD that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

## D. Parental Involvement

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

Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following: Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues. Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress. To increase attendance at our meetings we use translator that allow our parents that speak other languages to participate.

There will be at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way. The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources.

The Parent Coordinator, the ESL teacher, and the Literacy Coach will be active participants in the workshop. The goal is for parents to interact with various members of the school community.

Topics for Workshops:

1. Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

2. Good Shepherd is a community based organization partnered with our school

3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during student pick up from the afterschool program.

4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

## 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.

ATS Reports, reports used from November 14, 2013.

## Part VI: LAP Assurances

**School Name: The Abraham Stockton School**

**School DBN: 14K297**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J. Brown	Principal		11/15/13
G. Espinal	Assistant Principal		11/15/13
N. Houser	Parent Coordinator		11/15/13
W. Vargas	ESL Teacher		11/15/13
C. Petito	Parent		11/15/13
M. Cunningham	Teacher/Subject Area		11/15/13
C. Rabbach	Teacher/Subject Area		11/15/13
J. Cusumano	Coach		11/15/13
	Coach		1/1/01
J. Cashman	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		1/1/01

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

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

DBN: 14K297 School Name: PS 297 The Stockton School

Cluster: 6 Network: 612

**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.

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish. Thus far, oral and written translations are being provide by four of our staff members who have volunteered their services.

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.

ELLS working at a Beginner and Intermediate level are receiving 10 periods of ESL instruction per week. The students who are working at an Advanced level are receiving 5 periods of ESL instruction per week. When a Parent registers their child they must complete a Home Language Identification Survey. The HILS form is then reviewed by a trained school pedagogue. If the form indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within 10 days of registration. The LAB-R is scored and reviewed. If the student scores at or below proficiency, the student is identified as an ELL. Parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session. At the orientation session, parents review the video and receive information on different program choices. Parents complete the Parent Assurance Survey and Program Selection Form; indicating the program choice that they would like for their child, in their native language. The child is then placed in ESL depending on parent preference. This year, all parents preferred our ESL program and requested that their children are instructed in English only classes. During the 2012-2013 Progress Report, 10.04% of our school's population consists of English Language Learners. According to the 2012-2013 LAB-R and NYSESLAT results show proficiency levels and grades that 70% of the ELL population shows that they are advanced and on the cusp of becoming proficient, 18% of the students are intermediate and 12% of the students are beginners. We have 27 Eligible ELLs; 3 scored at the beginner level, 5 scored at the intermediate level, and 19 scored at

the advance level. According to the 2013 NYSESLAT, 64 were tested. 42% passed out of ESL, 70% scored Advanced, 18% scored at an Intermediate level, and 11% scored at a Beginning level.

## **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.

The school will translate all home communication into Spanish, Bengali, Arabic and Haitian Creole. All translations will be provided by our in-house staff members and parent volunteers.

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.

The school will provide a person to interpret for all parent meetings in Spanish and will use the DOE phone resource for Bengali, Arabic, and Haitian Creole. Translations will be provided by in-house staff members and parent volunteers.

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

The school has instereted into the Safety Plan procedures for ensuring that parents will be able to get instruction in home language. A copy of the attached form is posted at the main door, security desk, and the main office.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS297	DBN: 14k297
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## 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: The program will be split up into morning sessions Tuesday through Thursday morning (7:30-8:00) and one Monday afternoon session (2:20-3:50).

Both sessions will have an ESL teacher and a Common branch teacher. The groups will be split up according to reading, proficiency and grade level.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is broken up into systems we will be using the Blue system which has guided reading book levels C through N. 90 percent of students are below grade level in reading.

Words Their Way is a program that focuses on the stages of spelling development. This is based off of an assessment that determines their spelling level.

The program will begin in the first week of November and end in April.

The program will be facilitated by the ESL Teacher and the Literacy Coach. The instruction will be based off of Words Their Way Spelling Inventory and Fountas and Pinnell Reading Assessment. Through Co-Planning and Analyzing the data, areas that target weakness pertaining to necessary skill development will become the focus of instruction. All instruction will be done in one classroom sharing responsibilities, planning and grouping accordingly to provide academic rigor.

The Leveled Literacy Program provides running records that will show clear indicators of progress.

Monday's 2:20-3:40(3rd)

Third grade which consist of 14 students will meet for 1 hour and 20 minutes. They will be split up into two groups. They will meet for 35 minutes with the ESL teacher and 35 minutes with the Literacy Coach and have 10 minutes for snack. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used to develop their spelling and their vocabulary.

Tuesday's and Wednesday's 7:30-8:00 (4th and 5th)

Fourth and Fifth grade which consist of 11 students will be split up into two groups. The groups will receive instruction on Tuesday's and Wednesday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used

## Part B: Direct Instruction Supplemental Program Information

to develop their spelling and their vocabulary.

Thursday's 7:30-8:00 (1st and 2nd)

First and Second grade which consist of 10 students will be split up into two groups. The groups will receive instruction on Thursday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lesson will be split in two fifteen minute intervals. There will be guided reading lesson and Wilson Language Phonics lesson.

Saturday Trip Enrichment:

There will be two Saturday enrichment trips. The Tenement Museum trip is directly correlated to the Common Core State Standard (CCSS) in the speaking and listening strand which focuses on collaborative discussions and encompasses diverse partnerships; which is one of the measured assessments in the NYSELAT. Through writing about experiences from the Tenement Museum students will be required to know and apply grade level phonics and word analysis skills which are reflected in CCSS 3 foundational skills.

Our second enrichment trip will foster the idea that although we live in this diverse world, everyone looks up in one sky. Children will participate in discussions and use various resources to synthesize and make connections to what children all over the world are doing at the same time (compare/contrast). CCSS to be addressed through this visit include RSIT 1, 6, and 10.

One will be in January to the Tenement Museum in May. Third, Fourth, and Fifth grade students will take a tour titled "What Does It feel Like to Be Far From Home?" They will travel back to 1868 and help Bridget Moore Prepare for her housewarming Party. Students talk to Bridget about her experiences as one of only two Irish families at 97 Orchard St, and draw connections between Bridget's experience and homesickness and discrimination today.

The second one will be in March to the Natural History Museum(3/9/12) the students will tour the Museum and the Rose Center for Earth and Space and also include a Space Show, Journey to the Stars, which is featuring extraordinary images from telescopes on the ground and in space and stunning, never-before-seen visualizations of physics-based simulations, the dazzling new Journey to the Stars launches visitors through space and time to experience the life and death of the stars in our night sky, including our own nurturing Sun. Tour familiar stellar formations, explore new celestial mysteries, and discover the fascinating, unfolding story that connects us all to the stars. Those who come along for the journey may never see the night sky in the same way again.

## 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

## Part C: Professional Development

Begin description here: Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, . The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teacher will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, including all classroom Pre-K –through 5 as well as out of classroom personnel (i.e. Math Support, Science Teacher, Literacy Coach, and SETTS).

The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

By utilizing professional resource materials including (Words Their Way, Word Study for Phonic, Vocabulary, and Spelling Instruction by Donald Bear, English Language Learners: Day by Day K-6 by C. Celic, Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco , Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement), I will gather information and gain insight into ways of helping others set-up an ELL environment that fosters learning across the content areas.

The first professional development was provided on November 16, 2012 and gave a detailed look at ways to assess at-risk and ELL learners through Words Their Way Spelling Inventory.

Two more professional developments will be given in the spring and revisit needs of ELLs and help establish center areas in the teacher’s classroom.

The following materials will be used:

English Language Learners: Day by Day K-6 by C. Celic

Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco

Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement

Materials:

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach In-depth descriptions and examples for each component of the CALLA model: using content areas standards, developing academic language and teaching learning strategies. \* A comprehensive analysis of the CALLA instructional sequence to help teachers plan and differentiate instruction \* Standardized test preparation and authentic, performance-based assessments. \_\_\_\_\_

**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: There will be at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way.

The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources.

The Parent Coordinator, the ESL teacher, and the Literacy Coach will be active participants in the workshop. The goal is for parents to interact with various members of the school community.

The tentative dates will be on the second Monday's in February (2/11/13, April (4/8/13), and May (5/13/13) following the afterschool program Monday.

Topics for Workshops:

Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____