

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

**School Name:** P.S. 162 – THE JOHN GOLDEN SCHOOL

**DBN (*i.e.* 01M001):** 26Q162

**Principal:** JOAN CASALE

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

**Superintendent:** DANIELLE GIUNTA

**Network Leader:** MARYJO PISACANO

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Joan Casale	*Principal or Designee	
Susan Singer	*UFT Chapter Leader or Designee	
Ivana Kardum Linda Lovett	*PA/PTA President or Designated Co-President	
Alexandra Ramos-Brillon	Member/ Parent	
Andrea Schweiger	Assistant Principal	
Efthemia Stathakis	Member/Parent	
Cally Stefanidis	Member/ Teacher	
Jennifer Newman	Member/ Teacher	
Ashley Zubikowski	Member/ Teacher	
Emma Shinn	Member/ Teacher	
Mia Hwang	Member/ Parent	
Nancy Shoenfeld	Member/ Parent	
Laura Gonzalez	Member/Parent	
Joan Curcio	Member/Parent	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

- **CEP Goal # 1 - READING**: By the end of June 2015, 80% of the students in grades K-5 will improve their comprehension skills by making one year's progress as measured by the T.W.R.W.P. (Teacher's College Reading/Writing Project) benchmarks for reading levels.

### Comprehensive Needs Assessment

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

#### Rationale: To raise the level of comprehension for K-5 students through alignment to the Common Core Standards

- Based on the analysis of TC Reading Assessment Pro data, supervisors, Leap Apprentice, teachers, data specialists and vertical teams reviewed students' independent reading level progression having aligned the T.C.R.W.P. Reading Assessments across the grades K-5 as of November, 2014.

#### Results shows:

- There is a need to raise level 1's and 2's (especially for ELL students). Level 3's (remain the same) and 4's increase (except for Gr.4) as the grades increase. This is due to the fact that there are more students in ESL in lower (K-2) where they satisfactorily master English and eventually test out leaving less ELL's in the upper grades. This trend indicates the need for more support in the lower grades in order to progressively lift the level of reading. Based on the above data, we plan to continue this goal as a needs assessment in reading to meet the challenges of the CCLS and to better prepare our students for success in college and career readiness.
- The need to raise level 1's and 2's (especially for ELL students) is evident in the chart below. These identified groups (Level 1 – **well below** proficient in standards in their grade and Level 2 – **below** proficient in standards for their grade) need to meet the increased challenges of the new Common Core standards and to be prepared for success in college and career readiness.

The following chart shows an analysis of Reading Assessments for our Second Language Learners compared to all students:

#### T.C.Reading Assessment November 2014 Results

Grade	Total # of Students	Level 1	Level 2	Level 3	Level 4	Total # of ESL Students	Level 1	Level 2	Level 3	Level 4
K	111	N/A	N/A	N/A	N/A	24	N/A	N/A	N/A	N/A
1	100	14% (14)	28% (80)	21% (21)	35% (35)	18	33% (6)	33% (6)	22% (4)	11% (2)
2	130	19% (25)	28% (36)	22% (28)	29% (38)	22	45% (10)	41% (9)	14% (3)	0%
3	128	11% (14)	11% (14)	22% (28)	55% (71)	6	83% (5)	17% (1)	0%	0%
4	118	6% (7)	31% (36)	37% (44)	33% (39)	11	45% (5)	18% (2)	36% (3)	0%
5	128	8% (11)	12% (15)	22% (28)	55% (70)	8	50% (4)	38% (3)	13% (1)	0%

Further data collected from ATS generated from the Home Language Survey for the 2012/13 school year, found that 58% of all students came from non-English Speaking homes. This year (2013-2014), the same data was taken from ATS and revealed that 62% of the students come from non-English-speaking homes. Recognizing that our ELL population is on the rise and that well over 50% of our students are coming from non-English speaking homes, this trend will have an impact on the English Language acquisition of these students.

**The following chart shows the ELA scores of our students over the past two years:**

**2013/2014 PS 162 ELA Comparison Data** (Percentage)

ELA SCORES	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
3 <sup>rd</sup> Grade	11%	15%	29%	31%	51%	45%	9%	9%	60%	54%
4 <sup>th</sup> Grade	2%	7%	42%	41%	39%	34%	17%	18%	56%	52%
5 <sup>th</sup> Grade	7%	7%	29%	38%	34%	36%	30%	21%	64%	56%

The Principal, Assistant Principal/Data specialist, Leap Apprentice, teachers and Vertical Data Team reviewed the data above regarding grade 3-5 students as measured by the 2013/2014 NYS ELA scores/assessments. The scores from the 2012/2013 to 2013/2014 showed an increase in level 1's and 2's and a decrease in level 3's and 4's.

In addition, the scores for the 2013/2014 NYS Exams showed a slight increase (with the exception of Gr. 5 – which shows the same percentage of 7% from 2012/13) in level 1's. Level 2's in 3<sup>rd</sup> grade went up 2%, Down 1% in 4<sup>th</sup> and significantly increased in grade 5 by 8%. All grades showed a significant drop in the combination of Level 3's and 4's from 2013 to 2014. Overall, we noticed, in all grades, that Level 1's and 2's have gone up in the past two years and level 3's and 4's have gone down. Third grade shows the largest percentages level 1's (from 11% to 15%). It is determined that we need to raise our 1's and 2's for all grades (especially 3<sup>rd</sup> grade) in order for students to rise to proficient in reading standards for their grade.

Our focus is to concentrate on raising the reading achievement of our students in the lower grade well before they take the state tests in third grade. With an increase in the majority of level's 1's and 2's, we need to concentrate on moving our low-achievers. We are using Resource teachers (SETTS and IEP) to pay particular attention to those students who scored level 1 on the ELA state tests and their progress will be monitored and discussed with administration regularly. With an increase in the majority of level's 1's and 2's, we need to concentrate on moving our low-achievers. We are using Resource teachers (SETTS and IEP) to pay particular attention to those students who scored level 1 on the ELA state tests and their progress will be monitored and discussed with administration regularly.

Since we have opted to use TC Assessments as our State/Local Measurement of Student Learning (MOSL) in reading for grades K-3, as well as the 3<sup>rd</sup> Grade ELA State Test, the lower grades have all become stakeholders in lifting level 1 and 2 students to 3's and 4's which will demonstrate proficient or exceeding proficient standards for their particular grade.

➤ **Our Needs Assessment for Goal #1 concludes that:**

Students will improve their independent reading levels on the TCRWP Assessment Pro Reading Records by two levels. Students will develop higher level critical thinking skills as demonstrated through class discussions and in student writing outcomes – thus increasing their levels of reading comprehension. Two full time ESL teachers plus an additional part-time ESL teacher are supporting the mandated services for the ESL population. Focus will remain on digging deeper into implementing the new shifts in ELA. Differentiated instruction will support those below, on, and above grade level standards. This year we have incorporated the phonics program called “**Fundations**” into the second grade as well as Kindergarten and First Grade to support ESL students and at-risk students to improve their reading capacity.

Focusing on the new shifts in ELA, implementing the “Fundations” Phonemic Awareness Program in K-2), providing a staff developer (2X's weekly) for Kindergarten to raise reading/writing expectations and rigorous instructions through the Common Core Learning Standards in reading comprehension will not only improve our reading levels and ELA Test Scores, but will also help to improve math scores since the MATH test are heavily weighted with literacy comprehension both in multiple choice questions as well as constructed response questioning.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A.

Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Teachers will continue to utilize a school-wide, comprehensive, CCLS-aligned Reading Program (endorsed by the DOE) called **Ready Gen** in grades (2-5) that will ensure rigor and scaffold student learning across the grades. T.C. reading and writing will continue to be utilized for grades (K-1) as a primary source with Ready Gen as a secondary (supplemental) tool. Classroom teachers/clusters/support staff will collaborate on this program and implement non-fiction shared reading to strengthen critical reading instruction, comprehension and promote the study of complex texts.

**Target Population:** 2-5 students (**ReadyGEN**) and K-2 students (**Fundations**)

2. Classroom teachers will implement **Elements of Reading** – vocabulary program (by Steck-Vaughn) (Grades K-5) to further develop Tier II Vocabulary proficiency as well as Fundations (Phonics K-2 Program) to support ELL learners and reinforce decoding skills for emergent readers.

**Target Population:** K-5 students (**Elements of Reading**) and K-2 students (**Fundations**)

3. Administration, Support Specialists Team, Vertical Data team, Data Specialist will make school-wide curriculum driven decisions to monitor progress and drive planning and instruction based on quantitative and qualitative data. Teachers, as well, will utilize data to assess, evaluate and drive instructional implementation of ELA strategies through:

- Administering TC Assessment Pro – 4 times per year (November, January, March, May)
- Reading/Writing Conferencing Notes
- Maintaining (Blue Reading level Card) records
- Administration-provided Data Results (i.e. NYS ELA scores, Aris, TC Pro, ELA Item Analysis)
- Performance-Based (ReadyGEN) assessment in Reading/Writing
- Vocabulary (Elements of Reading) Vocabulary Test (K-5)
- Fundations (End of Unit) tests (K-2)
- Administration, Support Specialists Team, Vertical Data team, Data Specialist will make school-wide curriculum driven decisions to monitor progress and drive planning and instruction based on quantitative and qualitative data such as: T.C. Assessment Pro, Envisions Benchmarks/Assessments, TC Reading Assessments, ELA test scores, item analysis and analysis of school trends and look at student writing samples for grade-level trends.

**Target Population:** K-5 students

4. Teachers will collaborate and study student progress in reading for specific student subgroups (ELLs, ELA High/Low Achievers and SWD's) throughout the year during Inquiry (Grade) Teams, Vertical Team Meetings and Common Prep. Periods.

**Target Population:** K-5 students

5. Small Group Instruction in comprehension skills will be provided during Circular 6 (SBO – 6<sup>th</sup> prep); AIS (at-risk) push-in/pull out services for low achievers as well as ESL population serviced during school hours and under the Title III, after-school funded programs, by all types of pedagogy throughout the year.

**Target Population:** At-Risk (K-5 students)

6. Professional Development will be implemented and turnkeyed in the following capacity:
- Special Ed, ESL, Speech and Lower/Upper ELA Lead Teachers will assist teachers to help differentiate in order for students to have multiple strategies/flexible entry points, to promote learning success for all types of learners including ELL's (English Language Learners), SWD's (Students With Disabilities) and High/Low Achievers.
  - Thinking Maps Training will be provided by CFN Network Leaders as well as our Assistant Principal who is a certified trainer (80% of the staff has been currently trained.)
  - Charlotte Danielson's Framework for Teaching (components 3b "Questioning and Discussion" and 3c "Student Engagement") is the focus of our year-long ADVANCE –Monday 80 minute P.D. This work will enhance the development of "Higher Level Questioning" and student discussions to improve reading comprehension and performance in citing text evidence.
  - Full-Day professional development was given on Sept. 2<sup>nd</sup>, 3<sup>rd</sup> and Nov. 4<sup>th</sup> and our upcoming B/Q day, June 4<sup>th</sup> to introduce, support and continue school-wide collaborative study to develop unit./lessons plans from the ReadyGEN reading series, the DOE's citywide expectations for ensuring knowledge of students; instructional focus and collaborative professional learning.
  - CFN Literacy Coach will support teachers during the year with ELA strategies through the ReadyGEN program to improve reading levels and comprehension/critical thinking skills
  - Principal and Assistant Principal will attend monthly Network meetings to keep abreast of new developments to improve instruction for K-5 students, focus on ELA Common Core learning Standards and Danielson's Framework for Teaching (Effective Teaching Practices) and Chancellor's expectations for initiating her "Four Pillars" of a ***holistic approach to education*** to strengthen our school community
- Target Population:** K-5 students

7. Administration will provide inter-class visitation and inter-school visitation to observe best teaching practices.

**Target Population:** K-5 students; Teachers

8. Principal and Assistant Principal will observe lessons and provide feedback to all teaching staff with the support of Charlotte Danielson's, *Framework for Teaching*.

**Target Population:** K-5 students; Classroom Teachers

9. Principal and Assistant Principal will continue to meet monthly with grade leaders to further articulate data analysis, differentiated lesson planning for ELLS, SWD's and RTI students, comprehension strategies and infuse the Common Core Learning Standards with all teachers.

**Target Population:** K-5 students

- 10 T.C. resource materials such as "Star Books" and "How To Books" were purchased for Grade K to provide better instruction and support for the T.C. Reading units of study.

**Target Population:** K students

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

Key Personnel Includes: Administrators, Classroom Teachers, Cluster Teachers, Support Staff, Para-Professionals, Network Support Staff

1. Key Staff Members: Classroom Teachers, Paras, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays
2. Key Staff Members: Classroom Teachers, Paras, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays
3. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays
4. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays
5. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Circular 6 (SBO – 6<sup>th</sup> prep. Small/individual group instruction)
6. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays -- Per Diem days will be budgeted for sub coverage so teachers can participate in professional development in, but not limited to, the following areas: Common Core Learning Standards, ELL strategies, ReadyGen Implementation, ELA strategies, and Charlotte Danielson's Framework for Teaching Rubric.
7. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays -- Per Diem days will be budgeted for sub coverage so teachers can participate in professional development in, but not limited to, the following areas: Common Core Learning Standards, ELL strategies, ReadyGen Implementation, ELA strategies, and Charlotte Danielson's Framework for Teaching Rubric.
8. Key Staff Members: Classroom Teachers, Administration, Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays -- Per session monies (TL Fair Student Funding and ARRA RTTT Citywide Instructional Expectations) will be budgeted for professional development activities.
9. Key Staff Members: Classroom Teachers, Administration; Cluster Teachers, Support Staff; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays
10. Key Staff Members: K- Classroom Teachers, Administration; Decision-Making/Implementation Process: Common Planning Time, Contractual Planning time – Mondays/Tuesdays -- OTPS monies (FSF) budgeted for purchasing classroom resources.

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

1. The ReadyGEN reading program for K-5 students and the T.C. reading program for (K-1) aligns with the C.C.L.S. The progression of each student's performance as measured by an increase in T.C.R.W.P reading levels (TC Assessment Pro), NYS

ELA exams, ELA High Achieving Tracker Sheets will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using these reading programs will help the students to stay focused and on track to becoming college and career ready.

2. The **Elements of Reading** (Vocabulary Program for K-5) as well as the **Foundations** (Phonics program for K-2) aligns with the C.C.L.S. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using these reading programs will help the students to stay focused and on track to becoming college and career ready.
3. Utilizing school-wide curriculum driven decisions to monitor progress and drive planning and instruction based on quantitative and qualitative data is an evaluative process (students in K-5) that monitor's the progress and identifies the needs of low/high, at-risk, SWD's, ELL's in order to differentiate instruction. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using school-wide curriculum driven decisions will help the students to stay focused and on track to becoming college and career ready.
4. Studying student progress of subgroups (i.e. ELL's, SWD's, low/high achievers and at-risk students) in the ReadyGEN Performance Tasks during grade/vertical meetings will enable teachers to make distinctions within these subgroups that will allow for the transfer process of similar student capabilities in each of their classrooms to improve performance of reading levels. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Studying student progress within subgroups will help the students to stay focused and on track to becoming college and career ready.
5. Providing small-group/individual instruction (K-5 students) will allow for more prioritized learning needs and support multiple entry points for creating expandable opportunities to learn to read independently, comprehend and analyze texts. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Providing small group/individual instruction will help the students to stay focused and on track to becoming college and career ready.
6. Professional Development is a vehicle to create effective pedagogical instructional practices. Professional Development in Literacy is a tool that promotes learning (K-5 students) and enhancing the developmental needs for reading experiences through fiction and non-fiction texts. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using Professional Development will help the students to stay focused and on track to becoming college and career ready.
7. Classroom Inter-visitations by/for teachers supports improving teacher practices (teachers of students in K-5) in creating valuable, productive reading lessons. Utilizing exemplary teacher visitations to promote coherent instructional practices, student engagement, rigorous discussions and questioning supports the needs of teachers who want to learn to enhance their ELA

academic instruction. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using the method of classroom inter-visitations will help the students to stay focused and on track to becoming college and career ready.

8. Continuing the work of Charlotte Danielson's "**Framework for Teaching**" will promote more effective teaching practices for teachers of (K-5 students) through constructive feedback with next steps for improving the instruction in reading lessons. This work will allow for teachers to create an atmosphere that develops high order thinking questions/discussions in reading comprehension development. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Using the "**Framework for Teaching**" teacher effectiveness system will help the students to stay focused and on track to becoming college and career ready.
9. Monthly Grade-leader meetings (to support K-5 students) helps administration tap into grade-level concerns and administrative expectations for the grade to further develop citywide expectations for ELA instructional focus and knowledge of students and promote collaborative professional learning in Literacy. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Implementing monthly grade-leader meetings The progression of each student's performance as measured by an increase in T.C. assessment pro levels, NYS ELA exams, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Implementing monthly grade-leader meetings will help the students to stay focused and on track to becoming college and career ready.
10. Adding additional supports for K teachers will enable them to better develop the T.C. Reading Units that introduces students into the world of good literature by using "Star Books" to demonstrate/role model for students how to become "good reader." As the year progresses, teachers have access to a complete genre of "How To" books that produce wonderful illustrations for enhancing the non-fiction T.C. unit of study. The progression of each student's performance as measured by an increase in T.C. assessment pro levels, ELA High Achieving Tracker Sheets, will prepare students to achieve proficient and/or above grade-level standards and experience growth in ELA academic needs. Providing resources to incorporate and supplement the T.C. reading program will help the students to stay focused and on track to becoming college and career ready.

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

1. **Instructional Strategies and Activities that are described in section A for Goal One (#1 – #10) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**
2. **Instructional Strategies and Activities that are described in section A for Goal Two(#1 – #6) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**
3. **Instructional Strategies and Activities that are described in section A for Goal Three (#1 – #7) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

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

**See Section A for this information >**

**Additional Supports:**

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they help support the achievement of these goals. These programs include participation in “Respect for All” week, and G-RRRRR-EAT Citizen 4-R program – featuring monthly characters traits and “G-RRRR-EAT Citizen” of the Month. P.S. 162 addresses’ this goal (instructionally) by The Title III Program which supports English Language Learners’ individual needs to ascertain the English language and build on their decoding and comprehension abilities. SWD’s (Students with Disabilities) and ELLS (English Language Learners) and identified at-risk students will participate in the DOE Extended Day program for small group individualized instructions to promote support in the 2014/2015 citywide shifts in ELA comprehension skills.

Our school carefully monitors the effectiveness of these programs/instructional strategies along with the coordination and integration of these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups: SWDs, ELLs,) are provided with services to expedite their progress towards meeting annual goals and state assessments.

➤ P.S.162 Initiatives to help achieve this goal are:

1. Participation in Chancellor’s initiative “Respect for All” week
2. Ballroom Dancing
3. Grandparents Day
4. Fifth Grade Exchange Program
5. Healthy Choices Breakfast and Lunch Program
7. Jump-Rope-For-Heart – Affiliation with American Heart Association
8. Hop–A-Thon – Affiliation with Muscular Dystrophy Association
9. City Harvest – Food Drive
10. Toys for Tots – Marine Corps. Affiliation
11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)
12. Student Council – “Principal for A Day”
13. Career Day
14. Family Exercise Day

1.

***Strategies to Increase Parental Involvement***

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

- There is a welcoming environment to all parents when they enter the P.S. 162 school building
- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, Reading units of study,

- upcoming events, etc.
- ARIS Parent Link Station available to parents to familiarized them with student data provided by Assistant Principal and Parent Coordinator
- Back to school - Meet the Teacher Parent Meeting – September, 2014
- Parent/Teacher conferences to discuss ELA (Reading) student progress – November 2014, March 2015 and May 2015
- Parent Coordinator Outreach with e-mail and phone messages to parents
- Parents are encouraged to attend Reading (Fiction and Non-Fiction) class/grade celebrations throughout the year when planned by classroom teacher.
- Kindergarten teachers encourage parents to participate in read-a-louds to students.
- Parent workshops are presented by staff during the year to provide support to parents re: reading strategies; student at-home assignments in ELA; ESL workshops to help new families to get acquainted with school policies/procedures
- Parent Coordinator presents at monthly PTA meetings informing parents of various workshops/activities etc.
- Parent Coordinator is readily available on a daily basis to address all parental concerns.
- Parent Coordinator provides a Monthly Calendar/Lunch Menu to parents on-line as well as class distribution
- Principal and Assist. Principal are available to address any concerns of parents on a daily basis.
- Principal and Assist. Principal routinely are visible to parents during arrival/dismissal time.
- An open door policy has been established at all PTA meetings for communication with Principal, Assistant Principal, Parent Coordinator, Social Worker and Guidance Counselor
- Literacy Strategies Workshops for Parents of ELL students – Winter 2014 and Spring 2015
- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Assistant Principal Coordinates a Spring (Literacy/Math) Share Fair highlighting best practices/student work presented by the class/teacher in the Gym
- Science Fair
- PTA parents work closely with staff to provide many scholastic book fair fundraisers.
- Teacher meetings (Additional to P/T conferences) with parents during the year if necessary and/or phone conferences
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, Website and phone calls when necessary encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management.
- Communication shall be provided in alternative formats and languages as necessary
- Monthly Parent-Teacher Association Meetings
- Monthly School Leadership Team meeting
- P.S. 162 **School Leadership Training** for parents
- Letters to Parents (w/report cards) featuring reading levels and suggested reading help for parents
- DOE website with online resources for parents – [http://schools.nyc.gov/school\\_portals/26/q162/default.htm](http://schools.nyc.gov/school_portals/26/q162/default.htm)
- Latest Feature: P.S. 162 (Personalized Website): - <http://ps162thejohngoldenschool.weebly.com>

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
The P.T.A. provides funding and sponsors the following:											

- Art Program materials
- Science Night
- Ballroom Dancing Program
- Family Fun Night
- 

The P.S. 162 staff volunteers their time for additional events sponsored by the PTA and or school-created programs/ functions such as:

- Movie Night, Family Fun Night
- Science Night/Math Night
- Ballroom Dancing Evening Performance
- Literacy/Math Share Fair Presentation
- Boys/Girls Basket Ball Team
- Girls Cheerleaders
- Updates for our school (Personalized) Website

## Goal and Action Plan #2

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

### Annual Goal #2

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

- **CEP Goal #2 - WRITING:** By the end of June 2015, 80% of the students in grades 3-5 will improve one level on the written analysis of information texts as measured by the Ready Gen or teacher-created rubrics.

### Comprehensive Needs Assessment

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

**Rationale:** The authors of the Common Core standards have pointed to the issues of text complexity in informational text and making an argument based on those texts as the key challenges in the Common Core.

*“As part of our commitment to support all students in grades K-5 to be College and Career Ready, Literary and Informational Writing has been targeted by the P.S. 162 school as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards.”*

The principal, assistant principal/data specialist, leap apprentice, teachers, and vertical inquiry team identified a weakness and the need to raise the level of literacy and informational writing achievement for grades 3 to 5 students based on the examination of the 2012-2013 NYS ELA Item Analysis Data compared with the 2013-2014 data (see below).

#### FINDINGS:

In analyzing the sub-scores for writing as compared to the previous year, the average percentage of items answered correctly has declined. In third grade, the average percentage went down 13%, in fourth grade; 5% and in fifth grade; 8%. This indicates that students need to focus on analyzing texts and describing the importance of story elements by communicating understanding through coherent grade appropriate writing. Students must also read grade level text and make statements that they support using details

#### 2014 NYS ELA Item Analysis Data Writing from Source

Grade	Average % of items answered correctly within the category of writing from source
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	2013	2014
3	63%	50%
4	67%	63%
5	75%	67%

At P.S. 162, students are being taught reading/writing through the new Ready Gen Reading Program. They read grade-level (50% fiction and 50% non-fiction) texts and make statements for Literary/Informational writing that they support using details from the texts. Actions and effects are analyzed by students in the texts. They also determine the effect of language and aspects of text and describe the importance of story elements. By producing coherent writing that demonstrates grade-level English grammar and usage, students are communicating their understanding of the text.

**Informational Writing Levels as of the end of November, 2014**

Total # of Students	Level 1	Level 2	Total Percentage of Students Performing Below Grade Level
Kdg./110 Students	19%	64%	83%
Gr.1/110 Students	10%	48%	58%
Gr.2/128 Students	29%	49%	78%
Gr.3/126 Students	16%	57%	73%
Gr.4/118 Students	7%	47%	54%
Gr.5/124 Students	<1%	39%	39%

➤ **Our Needs Assessment for Goal #2 concludes that:**

In analyzing the results of the November 2014 writing pieces rated on common grade rubrics, it has been determined that the percentage of students performing below grade level in writing is above 50% in all grades except 5<sup>th</sup>, which is 39%. It is noted that there is a drop in students performing below grade level in first grade as compared with those in kindergarten and second grade. This drop can be attributed to the impact the staff developer had on the writing work done in kindergarten during the 2013-14 school year. Our objective is to continue (as budget allows) using the developer for writing as well as reading this year in kindergarten. The strongest performance in writing is the fourth and fifth grades.

As additional data, this year we will continue to collect and analyze five informational writing pieces in September, November, January, March, and early June, in order to measure student progress. This form of data will be useful to drive instruction as well as create a chart to visually show the increase in growth over time at the end of the school year.

### **Instructional Strategies/Activities**

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

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

1. Each classroom is provided with a DOE approved, CCLS aligned ReadyGen Reading Program which uses informational and literary texts to teach writing. Writing tasks are provided throughout the curriculum using ReadyGen rubrics.  
**Target Population: Students grade K-5**
  
2. The Columbia Teachers College Writing curriculum is used throughout the grades to supplement and strengthen the writing of the ReadyGen Program. TC writing rubrics are used for benchmark pieces of writing.  
**Target Population: Students grade K-5**
  
3. Teachers will study student writing at Collaborative Inquiry Based Teacher meetings with a focus on strategies to be taught and next steps as well as subgroups (ELLs, high and low achievers, SWD) in order to identify trends and patterns which will further inform instruction.  
**Target Population: Teachers and Paras of K-5 Students**
  
4. Small group instruction in writing skills will be provided during Circular 6 (SBO-6<sup>th</sup> prep); AIS (at-risk) push-in/pull-out services for low achievers as well as Title III after-school funded programs by all pedagogy throughout the year.  
**Target Population: At-risk students grade K-5**
  
5. Teachers, Support Staff, Cluster Teachers and Paraprofessionals will be provided with professional development to raise the level of instruction of writing.
  - Teacher Turnkeys (ELA and Special Ed. Liaisons)
  - CFN literacy coach presentations on ReadyGen.
  - Thinking Maps training is provided to select teachers throughout the year from the CFN and Thinking Maps workshops are given by the AP who is a certified trainer. These maps give a framework to organize thinking and plan for writing.
  - PDs in Charlotte Danielson's Framework for Teaching will focus on; 3b-Questions and Discussion as well as 3c-Student Engagement. This work will enhance the development of classroom instruction in order to raise the level of student thinking/writing.  
**Target population: Classroom teachers, support staff, cluster teachers and paras of K-5 Students**

6. Teachers will analyze writing data to target areas of weakness to drive instruction and differentiate to the needs of students. The data will include:

- 2014 NYS ELA assessment results (Item analysis)
- 5 informational writing pieces, rated on a rubric and collected through the year
- ReadyGen writing pieces collected within each unit

**Target population: Students grade K-5**

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

Key Personnel Includes: Administrators, Classroom Teachers, Cluster Teachers, Support Staff, Para-Professionals, Network Support Staff

1. Key Staff Members: Administrators and Classroom Teachers will use the common planning times and UFT Contractual Professional Planning and Parent Engagement times to prepare and evaluate the ReadyGen lessons and student work.
2. Key Staff Members: Administrators and Classroom Teachers will use common planning times and UFT Contractual Professional Planning and Parent Engagement times to prepare and evaluate the TC reading Program lessons and student work.
3. Key Staff Members: Administrators and Classroom Teachers, Support Staff and paras will use the UFT Contractual Professional Planning times to analyze student writing.
4. Key Staff Members: Administrators, Classroom Teachers, Support Staff and Cluster Teachers. The ESL afterschool program will be funded by Title III per session monies. Circular 6 small group instruction and AIS push-in and pull-out will take place during the school day.
5. Key Staff Members: Administrators, Classroom Teachers, Support Staff, Cluster Teachers and CFN Representatives, per diem days will be budgeted for sub coverage so teachers can participate in professional development. PDs will take place on conference days, UFT Contractual Professional Planning times and common planning times.
6. Key Staff Members: Administrators and Classroom Teachers will analyze student data during preparation periods, the UFT Contractual Professional Planning and Parent Engagement times.

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

1. Using the ReadyGEN Reading curriculum, students in grades K through 5 will work to achieve grade level standards or above in writing skills and craft in informational and narrative styles using the ReadyGen Reading Curriculum as measured by the NYS ELA

Test, and ReadyGen rubrics. Students will acquire the foundations in writing to become confident in communicating ideas to others through writing. Using this writing program, students will stay focused and on track to college and career readiness.

2. Using the Columbia Teachers College Writing Curriculum, students in grades K through 5 will work to achieve grade level standards or above in writing skills and craft in informational and narrative styles using The Teachers College Reading Curriculum as measured by the NYS ELA Test, and TC Rubrics. Students will acquire the foundations in writing to become confident in communicating ideas to others through writing. Using this writing program, students will stay focused and on track to college and career readiness.
3. After analyzing student work, teachers and Paras will understand the needs of their students and create and execute writing lesson plans that reflect strategies that address the needs of student subgroups in their class. Success of this strategy will be an increase in the level of writing for subgroups as measured by the NYS ELA Test, ReadyGen and TC Writing tasks. Using this collaborative activity will keep students focused and on track to college and career readiness.
4. Through small group instruction, at-risk students in grades K through 5 will use the additional small group guided instruction time to reinforce and learn new strategies to achieve grade level standards in writing as measured by the NYS ELA Test, ReadyGen and TC Writing tasks. Using this method will help students to stay focused and on track to college and career readiness.
5. Professional Development will help teachers gain the knowledge and strategies needed to effectively plan and implement instruction in writing as measured by student progress on the NYS ELA Tests, ReadyGen and TC Writing rubrics. These professional development opportunities will aid in keeping students focused and on track to college and career readiness.
6. After analyzing data, teachers will focus their lessons to address the specific needs of students using rubrics and next steps as well as item analysis results. The effectiveness of this strategy will be measured by the NYS ELA Test, ReadyGen and TC Writing tasks. Using data will help teachers to keep students focused and on track to college and career readiness.

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

**Instructional Strategies and Activities that are described in section A for Goal One (#1 – #10) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

**Instructional Strategies and Activities that are described in section A for Goal Two(#1 – #6) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

**Instructional Strategies and Activities that are described in section A for Goal Three (#1 – #7) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

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

**See Section A for this information >**

**Additional Supports:**

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they help support the achievement of these goals. These programs include participation in “Respect for All” week, and G-RRRRR-EAT Citizen 4-R program – featuring monthly characters traits and “G-RRRR-EAT Citizen” of the Month. P.S. 162 addresses’ this goal (instructionally) by The Title III Program which supports English Language Learners’ individual needs to ascertain the English language and build on their decoding and comprehension abilities. SWD’s (Students with Disabilities) and ELLS (English Language Learners) and identified at-risk students will participate in the DOE Extended Day program for small group individualized instructions to promote support in the 2014/2015 citywide shifts in ELA comprehension skills.

Our school carefully monitors the effectiveness of these programs/instructional strategies along with the coordination and integration of these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups: SWDs, ELLs,) are provided with services to expedite their progress towards meeting annual goals and state assessments.

➤ P.S.162 Initiatives to help achieve this goal are:

1. Participation in Chancellor’s initiative “Respect for All” week
2. Ballroom Dancing
3. Grandparents Day
4. Fifth Grade Exchange Program
5. Healthy Choices Breakfast and Lunch Program
7. Jump-Rope-For-Heart – Affiliation with American Heart Association
8. Hop–A-Thon – Affiliation with Muscular Dystrophy Association
9. City Harvest – Food Drive
10. Toys for Tots – Marine Corps. Affiliation
11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)
12. Student Council – “Principal for A Day”
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1.

***Strategies to Increase Parental Involvement***

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

- There is a welcoming environment to all parents when they enter the P.S. 162 school building
- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, Reading/Writing units of study,

- upcoming events, etc.
- ARIS Parent Link Station available to parents to familiarized them with student data provided by Assistant Principal and Parent Coordinator
- Back to school - Meet the Teacher Parent Meeting – September, 2014
- Parent/Teacher conferences to discuss ELA (Writing) student progress – November 2014, March 2015 and May 2015
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- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Assistant Principal Coordinates a Spring (Literacy/Math) Share Fair highlighting best practices/student work presented by the class/teacher in the Gym
- Science Fair
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- Teacher meetings (Additional to P/T conferences) with parents during the year if necessary and/or phone conferences
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- Communication shall be provided in alternative formats and languages as necessary
- Monthly Parent-Teacher Association Meetings
- Monthly School Leadership Team meeting
- P.S. 162 **School Leadership Training** for parents
- Letters to Parents (w/report cards) featuring reading levels and suggested reading help for parents
- DOE website with online resources for parents – [http://schools.nyc.gov/school\\_portals/26/q162/default.htm](http://schools.nyc.gov/school_portals/26/q162/default.htm)
- Latest Feature: P.S. 162 (Personalized Website): - <http://ps162thejohngoldenschool.weebly.com>

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
The P.T.A. provides funding and sponsors the following:											

- Art Program materials
- Science Night
- Ballroom Dancing Program
- Family Fun Night
- 

The P.S. 162 staff volunteers their time for additional events sponsored by the PTA and or school-created programs/ functions such as:

- Movie Night, Family Fun Night
- Science Night/Math Night
- Ballroom Dancing Evening Performance
- Literacy/Math Share Fair Presentation
- Boys/Girls Basket Ball Team
- Girls Cheerleaders
- Updates for our school (Personalized) Website

### Goal and Action Plan #3

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

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

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

- **CEP Goal #3 - MATHEMATICS:** By the end of June 2015, 80% of students in grades K-5 will Maintain proficiency or show improvement of at least one level of their ability to construct grade appropriate viable arguments in mathematics as measured by an EnVisions performance task rubric, Exemplar Rubric, or teacher-created rubrics for reasoning and proof.

#### **Comprehensive Needs Assessment**

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

**RATIONALE:** **Based on the Standards for Mathematical Practices from the Common Core standards and the Chancellor's expectations, we want to develop mathematically proficient students who can construct and analyze mathematical arguments and evaluate and articulate the reasoning behind the claims.**

- The Principal, Assistant Principal/Data Specialist, Leap Apprentice, Teachers, and Vertical Data Team reviewed the data below regarding 3-5 student progress as measured by the 2013-2014 NYS Math scores/assessment.

#### Findings:

We noted that last year we had 4% level 1's and 21% Level 2's. This year we showed a 1% increase of level ones. We noted that from last year to this year our level 1's remain under 10%. Our level two's decreased by 3%. Our level three's decreased by 6%. The NY State Math Test starting last year was aligned to the Common Core Learning Standards. Students needed to show their work and defend their answers. Many math problems had multiple steps which required increased stamina to complete and explain.

We feel that continuing this goal through our Math Program, EnVisions and Exemplars, will place us (77%) above the city average 39% and even above the District Average 76% as seen on the 2013/2014 School Quality Snapshot for Student Achievement.

We are utilizing the math program (EnVisions) that is more aligned to the C.C.L.S. as well as adding Math EnVisions Tasks and/or Exemplars (Tasks) and in order that our students have the needed support to address the new standards and math shifts in order to become mathematically proficient students. These programs incorporate modeling with mathematics and constructing viable arguments in order to solve authentic problems in our world problems -- clearly the vehicle to evaluating, articulating and successfully analyzing the reasoning behind these mathematical claims.

	~ 2012 - 2013~				~ 2013 – 2014~			
Math	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Gr. 3	5%	20%	38%	37%	7%	27%	33%	36%
Gr. 4	2%	17%	34%	47%	5%	19%	27%	50%
Gr. 5	4%	24%	38%	33%	4%	9%	34%	54%
TOTAL	4%	20%	37%	39%	5%	18%	31%	46%

The Principal, Assistant Principal/data specialist, Leap Apprentice, teachers, and vertical inquiry team reviewed the students' Exemplar data below as of November, 2014. Students were assessed using the Exemplars and/or EnVisions Tasks with a focus on Reasoning and Proof. This was assessed using a standardized Exemplars/EnVisions rubric across all grades.

Findings:

It was noted that there is a big discrepancy from Level 1's and 2's in K to First Grade level 1's and 2's. Our findings indicate that the K teachers need to select more challenging Math tasks in **Exemplars** and/or **EnVisions** in order for students to be more prepared for First Grade expectations of reasoning and proof performance tasks.

#### Exemplars/Envisions Task - Math Scores with a focus on Reasoning and Proof - November, 2014

Grade/Total # of Students	Level 1	Level 2	Total Number of Students Performing Below Grade Level
Gr. K/ 110 Students	5	17	22
Gr. 1/ 100 Students	34	19	53
Gr. 2/ 130 Students	10	29	39
Gr. 3/ 128 Students	34	37	71
Gr. 4/ 118 Students	46	34	80
Gr. 5/ 128 Students	14	12	26

➤ **Our Needs Assessment for Goal #3 concludes that:**

This year we will continue to collect and analyze three Math Exemplar Tasks/Rubrics in grades K-5 in November, March, and early June, in order to measure student progress. This form of data will be useful to drive instruction as well as create a chart to visually show the increase in growth over time at the end of the school year. We believe that by utilizing **ENVISIONS** which includes pre/post testing, quarterly benchmarks and Math Performance Task built into each unit, this will enhance moving up all levels. In addition, by incorporating MATH EXEMPLARS into our curriculum, students will achieve our goal of mathematical proficiency in reasoning and proof.

## **Instructional Strategies/Activities**

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

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

1. All classroom teachers will continue to implement the EnVision program, which is aligned to the CCLS and includes built-in assessment components, benchmark unit assessments, as well as culminating tasks, which presents a stronger focus on problem solving and constructing viable math arguments. Common prep time is provided for teachers to plan for and implement the CCLS aligned EnVision math program.

**Target Population:** K-5 Students

2. Provide each classroom teacher (K-5), with Exemplar Word Problems and accompanying Reasoning and Proof rubrics; Teachers will incorporate CCLS grade level material and use technology such as the SmartBoard to provide students with opportunities to solve authentic problems.

**Target Population:** K-5 Students

3. Teachers, principal, and assistant principal will meet for ongoing Study of Exemplars, EnVision tasks, and student work (notebooks, performance based assessments, exit slips) during Common Planning Time and Contractually Agreed Upon Professional Learning Time in order to:

- a. Inform Instruction
- b. Identify areas of strength
- c. Identify next steps for student subgroups
- d. Discuss strategies for instruction
- e. Align Instruction with CCLS

**Target Population:** K-5 Students

4. Network Math Specialist will provide support and training to teachers, principal, and assistant principal to align math curriculum to the CCLS. Two Math Lead teachers will attend monthly Math Coach Meetings focusing on strengthening math instruction and aligning the curriculum to the shifts of the CCLS.

**Target Population:** Teachers of K-5 Students

5. Small group or 1:1 instruction to strengthen mathematics and problem solving skills will be provided during Circular 6 (SBO 6th prep) to students who are below grade level standards. AIS push-in/pull-out services for low achievers will be provided by SETSS teachers.

**Target Population:** At-Risk (K-5 Students)

6. ESL and Special Education Teachers will attend workshops and turn-key strategies (UDL - universal design for learning and Thinking Maps- a Language for all Learners) to assist classroom teachers to provide multiple entry points for all learners and to further differentiated instruction to address the needs of all learners.

**Target Population:** K-5 Students

7. Teachers will facilitate in-depth conversations using higher-order thinking questions through the DOK (Depth of Knowledge) chart which is known as "mathematical discourse." This practice will improve the rigor of fluency and application around mathematical ideas

and relationships. Students will be taught how to articulate their solutions both orally and in written form.

**Target Population:** K-5 Students

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

Key Personnel Includes: Administrators, Classroom Teachers, Cluster Teachers, Support Staff, Para-Professionals, Network Support Staff

1. Key Staff Members; Teachers, Principal, Assistant Principal; Decision-Making/Implementation Process: Common Planning Time and Contractually Agreed Upon Professional Learning Time. OTPS monies (FSF) budgeted for purchasing classroom resources
2. Key Staff Members: Teachers, Principal, Assistant Principal; Decision Making/Implementation Process: Common Planning Time, Contractually Agreed Upon Professional Learning Time.
3. Key Staff Members: Teachers, Principal, Assistant Principal; Decision Making/Implementation Process: Common Planning Time, Contractually Agreed Upon Professional Learning Time. Per session monies (TL Fair Student Funding and ARRA RTTT Citywide Instructional Expectations) will be budgeted for professional development activities.
4. Key Staff Members: Principal, Assistant Principal, Network Staff, Teachers; Decision Making/Implementation Process: Common Planning Time, Contractually Agreed Upon Professional Learning Time. Per-diem substitute coverage will be provided so that Lead Teachers will be able to attend meetings.
5. Key Staff Members: Teachers, Clusters, Support Staff, Decision Making/Implementation Process, Circular 6 (SBO 6th prep).
6. Key Staff Members: Principal, Assistant Principal, Network Support Team, Teachers; Decision Making/Implementation Process: Common Planning Time, Contractually Agreed Upon Professional Learning. Time Per session monies (TL Fair Student Funding and ARRA RTTT Citywide Instructional Expectations) will be budgeted for professional development activities.
7. Key Staff Members: Teachers, Principal, Assistant Principal, Clusters; Decision Making/Implementation Process: Common Planning Time, Contractually Agreed Upon Professional Learning Time.

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

1. Students in grades K through 5 will work to achieve grade level standards or above in Math skills using the EnVisions Math Curriculum as measured by the NYS MATH Test, EnVisions pre/post testing, EnVisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics. Students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-

world problem solvers. Utilizing this math program that scaffolds learning across grades, will help students to stay focused and on track to college and career readiness.

2. Students in grades K through 5 will work to achieve grade level standards or above in Math skills using the Exemplars Tasks as measured by the NYS MATH Test, EnVisions pre/post testing, Envisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics. Students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Utilizing this math program that scaffolds learning across grades, will help students to stay focused and on track to college and career readiness.

3. Teachers will collaborate, plan and design lessons as a result of looking at student work and follow the progress of EnVisions pre/post testing results as well as Exemplar Task performance as measured by the NYS MATH Test, EnVisions pre/post testing, EnVisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics. Students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Through teacher collaboration and planning, instruction will be designed and differentiated in order to help students to stay focused and on track to college and career readiness.

4. Professional Development is a vehicle to create effective pedagogical instructional practices. Professional Development in Math is a tool that promotes learning (K-5 students) and enhancing the developmental needs for math experiences through avenues of math discourse and applying mathematical concepts that are aligned with C.C.L.S. to achieve success in thinking about the process to solve math problems. Students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Through teacher collaboration and planning, instruction will be designed and differentiated in order to help students to stay focused and on track to college and career readiness.

5. Classroom Teachers and support staff will provide at-risk students in K-5 with additional support services to remedy/reinforce learning strategies in math, above “Tier I intervention” at the classroom level. Students are able respond to small group settings so that instructional materials can be directed to their individual needs in a more focused atmosphere. Their performance, as measured by the NYS MATH Test, Envisions pre/post testing, EnVisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics, will be provided in a small setting. By providing these accommodations, these students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Through teacher collaboration and planning, instruction will be designed and differentiated in order to help students to stay focused and on track to college and career readiness.

6. ESL and Special Education teachers will help teachers incorporate Mathematical “UDL” and “Multiple Entry Point” strategies for all types of learners (i.e. ELL’s, SWD’s, Low/High achievers) so that they have **support** and **ability** to be given to execute the same opportunities and lessons through these specialized learning techniques. We believe all students can learn and should be given the tools to succeed. Their performance, as measured by the NYS MATH Test, EnVisions pre/post testing, EnVisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics, will be provided with support services, so that these students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Through teacher collaboration and planning, instruction will be designed and differentiated in order to help students to stay focused and on track to college and career readiness.

7. Math Discourse is key to learning and discovering ways to solve problems. Teachers will execute higher order thinking questions to stimulate discussion with and among students. Conversations in math will elevate the students' thoughts, ideas and questions about how to execute a problem, what steps are needed to find the answers/products and formulate an explanation of how they solved the problem. This is the essence of student engagement. Their performance, as measured by the NYS MATH Test, EnVisions pre/post testing, EnVisions/Exemplar Performance Tasks and EnVisions/Exemplar rubrics, will provide the capabilities of students to discuss their calculations and provide reasoning and proof of a mathematical argument. Classroom observations and lesson plans will reflect discussion opportunities so that these students will acquire the foundations in math to allow them to achieve proficiency in creating authentic viable arguments and become real-world problem solvers. Through teacher collaboration and planning, instruction will be designed and differentiated in order to help students to stay focused and on track to college and career readiness.

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

**Instructional Strategies and Activities that are described in section A for Goal One (#1 – #10) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

**Instructional Strategies and Activities that are described in section A for Goal Two(#1 – #6) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

**Instructional Strategies and Activities that are described in section A for Goal Three (#1 – #7) will all include the following timeline for implementation and completion dates: September 2014 – June 2015**

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

**See Section A for this information >**

Additional Supports:

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they help support the achievement of these goals. These programs include participation in "Respect for All" week, and G-RRRRR-EAT Citizen 4-R program – featuring monthly characters traits and "G-RRRR-EAT Citizen" of the Month. P.S. 162 addresses' this goal (instructionally) by The Title III Program which supports English Language Learners' individual needs to ascertain the English language and build on their decoding and comprehension abilities. SWD's (Students with Disabilities) and ELLS (English Language Learners) and identified at-risk students will participate in the DOE Extended Day program for small group individualized instructions to promote support in the 2014/2015 citywide shifts in ELA comprehension skills.

Our school carefully monitors the effectiveness of these programs/instructional strategies along with the coordination and integration of these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups: SWDs, ELLs,) are provided with services to expedite their progress towards meeting annual goals and state assessments.

➤ P.S.162 Initiatives to help achieve this goal are:

1. Participation in Chancellor's initiative "Respect for All" week
2. Ballroom Dancing
3. Grandparents Day
4. Fifth Grade Exchange Program
5. Healthy Choices Breakfast and Lunch Program
7. Jump-Rope-For-Heart – Affiliation with American Heart Association
8. Hop-A-Thon – Affiliation with Muscular Dystrophy Association
9. City Harvest – Food Drive
10. Toys for Tots – Marine Corps. Affiliation
11. Penny Harvest Campaign – to help better communities by donating spare change/pennies (Common Cents Affiliation)
12. Student Council – "Principal for A Day"
13. Career Day
14. Family Exercise Day

F.

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

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

- There is a welcoming environment to all parents when they enter the P.S. 162 school building
- Monthly newsletters sent home on each grade level to inform parents of academic curriculum, activities, MATH (Envisions) topics of study, upcoming events, etc.
- ARIS Parent Link Station available to parents to familiarized them with student data for MATH provided by Assistant Principal and Parent Coordinator
- Back to school - Meet the Teacher Parent Meeting – September, 2014
- Parent/Teacher conferences to discuss MATH student progress – November 2014, March 2015 and May 2015
- Parent Coordinator Outreach with e-mail and phone messages to parents
- Parents are encouraged to attend MATH class/grade celebrations throughout the year when planned by classroom teacher.
- Kindergarten teachers encourage parents to participate in read-a-louds to students.
- Parent workshops are presented by staff during the year to provide support to parents re: math strategies; student at-home assignments in MATH; ESL workshops to help new families to get acquainted with school policies/procedures
- Parent Coordinator presents at monthly PTA meetings informing parents of various workshops/activities etc.
- Parent Coordinator is readily available on a daily basis to address all parental concerns.
- Parent Coordinator provides a Monthly Calendar/Lunch Menu to parents on-line as well as class distribution
- Principal and Assist. Principal are available to address any concerns of parents on a daily basis.

- Principal and Assist. Principal routinely are visible to parents during arrival/dismissal time.
- An open door policy has been established at all PTA meetings for communication with Principal, Assistant Principal, Parent Coordinator, Social Worker and Guidance Counselor
- MATH Strategies Workshops for Parents of ELL students – Winter 2014 and Spring 2015
- MATH Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Assistant Principal Coordinates a Spring (Literacy/Math) Share Fair highlighting best practices/student work presented by the class/teacher in the Gym
- Science/Math Fair
- PTA parents work closely with staff to provide many scholastic book fair fundraisers.
- Teacher meetings (Additional to P/T conferences) with parents during the year if necessary and/or phone conferences
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, Website and phone calls when necessary encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management.
- Communication shall be provided in alternative formats and languages as necessary
- Monthly Parent-Teacher Association Meetings
- Monthly School Leadership Team meeting
- P.S. 162 **School Leadership Training** for parents
- Letters to Parents (w/report cards) featuring reading levels and suggested reading help for parents
- DOE website with online resources for parents – [http://schools.nyc.gov/school\\_portals/26/q162/default.htm](http://schools.nyc.gov/school_portals/26/q162/default.htm)
- Latest Feature: P.S. 162 (Personalized Website): - <http://ps162thejohngoldenschool.weebly.com>

### ***Budget and Resource Alignment***

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

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

The P.T.A. provides funding and sponsors the following:

- Art Program materials
- Science/MATH Night
- Ballroom Dancing Program
- Family Fun Night

The P.S. 162 staff volunteers their time for additional events sponsored by the PTA and or school-created programs/functions such as:

- Movie Night, Family Fun Night
- Science Night/Math Night
- Ballroom Dancing Evening Performance
- Literacy/Math Share Fair Presentation
- Boys/Girls Basket Ball Team
- Girls Cheerleaders
- Updates for our school (Personalized) Website

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

#### **Comprehensive Needs Assessment**

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

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

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

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

1.

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

1.

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

1.

##### **➤ Timeline for implementation and completion including start and end dates**

1.

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

1.

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

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

#### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

G.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p><b>ELA</b></p>	<p>ELA AIS service is provided during the school day as well as during the Circular 6 –SBO (extra prep 1X weekly. Kindergarten, first and second grade students utilize the Foundations Reading Program. Grades K through 5 receive small group instruction for reading and writing utilizing best practices from Columbia University Teachers’ College Reading and Writing Project and the ReadyGen Reading Program to develop decoding, fluency, word recognition, comprehension, critical thinking skills and writing. Wilson is used for students who require remediation in decoding and spelling. Elements of Reading by Steck-Vaughn is a Vocabulary program that elevates tier 2 and 3 vocabulary words. Some of the strategies include; UDL’s, guided reading, word study, constructing and deconstructing complex text, short shared texts, Thinking Maps, repeated readings, the use of manipulatives and pre teaching vocabulary.</p> <p>In Tier I, all students are screened using TCRWP</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the Circular 6 – SBO (extra prep 1X weekly.</li> <li>• After-school Title III and AIS Program</li> </ul>

assessments. Teachers analyze the data and plan standards based core instruction. Students receive instruction that is based on research based best practices. The classroom teacher utilizes both the ReadyGen resources and Columbia University Teachers College Reading and Writing Project for literacy.

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for a small group of students who are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction. The interventions are designed to remediate students' basic skills. Tier II interventions take place during regular classroom instruction. The school uses Teachers College, Foundations, and Wilson Reading System as intervention tools. Tier II intervention may also take place during the Circular 6 –SBO (extra prep 1X weekly).

Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations and who are not responding to Tier II interventions. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction,

	<p>detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions continue to receive core instruction. Tier III instruction can occur during the normal school hours or in some cases, the Circular 6 –SBO (extra prep 1X weekly).</p> <p>Furthermore, many students receiving Tier III interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period.</p>		
<b>Mathematics</b>	<p>Students in Grades K through 5 receive small group Math AIS services provided during the school day, the Circular 6 –SBO (extra prep 1X weekly. Teachers utilize best practices and resources from Envisions curriculum and Exemplars problems. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts.</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the Circular 6 – SBO (extra prep 1X weekly</li> </ul>
<b>Science</b>	<p>Science AIS service is provided by the science teacher and classroom teachers through the use literacy and math practices in small groups with a focus on content and strategies. Some of the strategies utilized may be following step by step instructions, hands-on approach, observing and recording experiments.</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the Circular 6 – SBO (extra prep 1X weekly.</li> </ul>
<b>Social Studies</b>	<p>Students in Grades K through 5</p>	<ul style="list-style-type: none"> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> </ul>

	receive small group Social Studies AIS services provided during the school day, as well as during the Circular 6 –SBO (extra prep 1X weekly).	<ul style="list-style-type: none"> <li>• One-to-one Tutoring</li> </ul>	During the Circular 6 – SBO (extra prep 1X weekly).
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	At-risk services provided by the SETSS, IEP, ESL, Speech, Guidance Counselor, Occupational Therapy, and School Psychologist and Social Worker	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the day During the Circular 6 – SBO (extra prep 1X weekly).</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: John Golden School	DBN: 26Q162
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

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 model at The John Golden School is a Freestanding English as a Second Language Program. This is a pull out/push in program that takes place during the school day and the language of instruction is English. Our Title III After School Program will supplement our mandated program for English Language Learners (ELLs) Twenty five (25) ELLs and (41) former ELLs in grades 3, 4 and 5 will be offered the opportunity to participate in this program. The program will be offered on Wednesday and Thursdays from December 3rd, 2014 through May 7th, 2015, there will be 36 sessions in total, starting at 2:20 Pm and ending at 3:50 pm. Each of the four groups will have approximately 10-12 students. Small group instruction will be provided by four (4) certified ESL teachers twice a week after school for 1 1/2 hours, two will rotate, under the direction and supervision of the principal or assistant principal. Students will be grouped according to their NYSESLAT proficiency levels including beginner ELLs and long term ELLs. Differentiated Reading/Writing and Listening/Speaking. Our Title III Instructional Program will improve learning in core subject areas. This after school program is designed to improve performance in English Language Arts and Math. We will use Thinking Maps in all content areas. Strategies will be implemented to foster community, confidence and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary. The ELL's will be immersed in a wide range of activities to promote reading comprehension and written expression. Language structures and vocabulary lessons will be planned to align with each unit of content area instruction will be differentiated to meet each ELL's learning and language needs. The Title III after School Program incorporates the Balanced Literacy Approach (Read Aloud, Interactive Read Aloud, Shared Reading while integrating thematic units in different curriculum areas. The Language Experience Approach is utilized to extend listening and speaking into reading and writing and to validate the student's own language in a natural setting. Concrete hands-on materials, thematic picture word wall, graphic organizers, pictures, TPR, modeling, role playing and big books are incorporated to encourage students to participate in class activities. Critical thinking skills are emphasized to meet New York State Language Arts and Math Standards. Materials that will be used are Frames for fluency by Ballard Tighe, Daily Word Problems Math by Evan Moor, Raz kids, National Geographic Reach.

**Part C: Professional Development**

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Every Thursday from 3:50 to 4:50 P.M. the ESL teachers will meet for joint curriculum development. It is very important to note that there will be a supervisor in charge whenever the program meets. The supervisor will either be the principal or the assistant principal. There will be ongoing professional development for ESL teachers, administrators and classroom teachers throughout the school year. The ESL teachers will attend workshops provided by CFN 205 as they become available. Two of the certified ESL teachers are part of the Collaborative inquiry Team. Ms. Popeil will be attending (five) ELL Liason Meetings. Ms. Lee and Ms. Popeil will also be going to a full day workshop on Monday Dec. 15th, 2014. The ESL teachers will also attend P.D. given on Monday and Tuesday after dismissal by administration or a staff member required by UFT contract.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In addition to student instruction, Title III Program parents of our ELL and former ELL student participants will be invited to four(4) two (2) hour meetings. The first workshop will provide them with strategies on how they can improve their child's acquisition of English through the use of educational websites, daily reading, multimedia resources and exposure to extra curricular family activities. The second workshop will inform parents on how to help their children succeed on the NYSESLAT. NYSESLAT Samplers will be distributed along with a translated parent guide. These meetings will be conducted by one (1) certified ESL teacher. Invitation letters will be sent to parents in English, as well as, in their home language, whenever possible. In addition, translators will be available at the meetings. The dates of these meetings will be 12/2/2014 and 2/11/2015. 11/18/14 Grades 3, 4, 5 Math Workshop

### Part E: Budget

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

Allocation Amount: \$11200

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

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Total hours worked by four teachers will be 144 Teachers Per-session total for the program will be \$7,417.44  One ESL teacher will be doing (4) Parent Workshops for 2 hours each. \$412.08	After School Program Wednesdays 2:20-4:20 (1 1/2 hrs) Thursdays: 2:20-4:20 (1 1/2 hrs) of instruction. Program begins on 12/3/2014 and ends 5/7/2015. Four teachers will work the program
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>	\$2,240.09  Two scanners bought at Staples with ink, mouse for printer. Total with coupons \$204.43 each order for total of \$408.86. General supplies will be bought by teachers as become needed. Estimated cost for supplies will be around \$500.00 each, for supplies including the educational software for two teachers and \$250.00 will be allotted to each of the two other teachers teaching the program for supplies.	The following supplies will be bought for use in the Title III Afterschool Program. Each teacher will get a scanner in order to scan into the smartboard to model lessons and provide scaffolds for their lessons. Interactive vocabulary and language software will strengthen vocabulary and language skills. Writing journals and books will also be purchased as well as general supplies needed for program use such as paper, file folders and organizers.
Educational Software (Object Code 199)	\$331.23	Interactive software for Smartboard books.
Travel		
Other		
<b>TOTAL</b>	<b>\$10,069.61</b>	



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

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

## Part I: School ELL Profile

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

District <b>26</b>	Borough <b>Queens</b>	School Number <b>162</b>
School Name <b>John Golden 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>Joan Casale</b>	Assistant Principal <b>Andrea Schweiger</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lindsey Lee</b>	Guidance Counselor <b>Amy Serfaty</b>
Teacher/Subject Area <b>Diane Popeil/ESL</b>	Parent <b>Anna Ng</b>
Teacher/Subject Area	Parent Coordinator <b>Debra Strassberg</b>
Related Service Provider <b>Jacqueline Callan - SETTS</b>	Other <b>Randi Kuperman - Speech</b>
Network Leader(Only if working with the LAP team) <b>MaryJo Pisacano</b>	Other <b>Irene Chu Moy - SETTS</b>

### 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>2.4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>5</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>713</b>	Total number of ELLs	<b>109</b>	ELLs as share of total student population (%)	<b>15.29%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	20	17												37
Pull-out	19	11	10	16	3	13								72
<b>Total</b>	<b>39</b>	<b>28</b>	<b>10</b>	<b>16</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>109</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	5	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	104	0	18	4	0	4	1	0	1	109	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>104</b>	<b>0</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>109</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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	4	2	0	1	0	0								7
Chinese	29	19	10	9	2	10								79
Russian														0
Bengali														0
Urdu	0	0	0	0	1	0								1
Arabic														0
Haitian														0
French														0
Korean	5	5	0	4	0	2								16
Punjabi														0
Polish														0
Albanian	1	0	0	0	0	0								1
Other	0	2	0	2	0	1								5
<b>TOTAL</b>	<b>39</b>	<b>28</b>	<b>10</b>	<b>16</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>109</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)	23	11	1	3	1	2								41
Intermediate(I)	0	10	4	2	0	3								19
Advanced (A)	16	7	5	11	2	8								49
Total	<b>39</b>	<b>28</b>	<b>10</b>	<b>16</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>109</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	5	6	4	0	15
4	1	0	1	0	2
5	6	4	0	1	11
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	1	0	3	0	9	3	0	0	16
4	0	0	1	0	1	0	0	1	3
5	0	1	1	2	3	2	1	2	12
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	0	0	0	0	1	0	1	0	2
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools that are used to assess the ELLs early literacy skills is TCRWP. One common trend found was a weakness in the area of vocabulary according to the Adult Preferred Language Report. Based on the data, a school wide initiative to develop vocabulary is underway. The Steck Vaughn Elements of Reading: Vocabulary program was implemented. Picture/word cards will be

used in the school setting to promote vocabulary. Another trend found is a weakness in phonics. The school has implemented the foundations Program beginning September 2013 in grades K-2. This skill helps to determine the ELL's alphabet recognition, phonemic awareness and independent reading levels. We can also determine whether or not the student has had exposure to literacy before entering our school. Children weak in these areas will be invited to our morning program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
An assessment analysis has been done using the LAB-R and NYSESLAT results. There is an evident pattern in proficiency levels and across the grades. Our beginners initially need a focus on all four modalities – Reading, Writing, Listening and Speaking. As they progress to intermediate and advanced levels, the focus shifts to Reading and Writing. We will continue to monitor their progress in reading and writing and use Best Practices in order to help the students improve in those areas as well as to ensure that each ELL students' needs are met.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Analysis of the NYSESLAT results indicated a noticeable pattern of weakness in oral language. Many ELL's progressed in the reading, listening and writing modalities. However, many did not show improvement in speaking.

The implications for the school's LAP and instruction are as follows: a) the use of literature that is based on the student's culture in order to connect the student's prior experience to promote academic discourse and written expression according to their levels of proficiency, b) scaffolding of social/academic language and complex content to support ELLs' participation in the content areas, c) small flexible grouping and task oriented situations in which students have purpose and direction for their talk, d) students will be given sentence frames to initiate turn and talk. ELLs will be encouraged to attend our Title III after-school programs to further strengthen their skills and enjoy a sense of community. Eligible students will be invited to attend the extended day program. Participation in ELL summer programs if provided by the Region. Close communication with the classroom teacher will be maintained. We evaluate the success of our program for ELLs by analyzing the progress measured on the NYSESLAT.

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?

Not Applicable

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](#).)

For our ELLs who are not making adequate yearly progress we gather the following data in order to devise an individualized intervention plan. An analysis of standardized and informal assessment results help identify the instructional areas, specific skills and competencies that need intervention on the Tier I and Tier II level. Also to be considered is: the student's English and native language proficiency, prior schooling experiences and home support, student motivations to learn another language, length of time in a U.S. school system, socioeconomic status and culture.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development must be considered in instructional decisions in order to better address their individual language needs so that they attain their academic goals. Each ELL differs in their level of proficiency in each of the four (4) modalities (listening, speaking, reading and writing). This must be considered in any instructional planning. the use of scaffolding, differentiated questioning, differentiated tasks, visual technology, bilingual glossaries/dictionaries and assigning a partner to model and facilitate learning will help to reach all ELLs with different styles and proficiency levels.
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?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs by analyzing the progress measured on the NYSESLAT, ELA Standardized Assessments, Math Standardized Assessment as well as the 4<sup>th</sup> Grade Science Standardized Assessment. in addition, classroom tests and tasks are also used to monitor progress.

## 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](#).)  
The Home Language Identification Survey (HLIS) is completed by all first time entrants to NYC public schools. Whenever needed, a translator is called upon to conduct the oral interview along with a pedagogue, and assist in completing the HLIS. The two certified ESL teachers determine the eligibility for the LAB-R and administer accordingly within ten (10) school days. The administration of the Spanish LAB for Spanish speaking ELLs is administered after eligibility is determined by the English LAB-R. A Spanish speaking pedagogue administers it. Every spring a NYSELAT eligibility report is run in order to accurately identify the ELLs who need to be tested. The NYSELAT is administered by the two certified ESL teachers.
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.  
Any parent requesting another program model will be referred to the Parent Coordinator for alternative placement. Parents are invited after the LAB-R administration, to attend an orientation meeting to view the translated videotapes produced by the New York City Department of Education to ensure that parents understand all three program choices. (This is completed within 10 days of enrollment to our school.) Translators are available to answer any questions. Attendance is taken in order to reach out to those parents who did not attend in order to ensure that every parent returns and understands the Parent Survey and Program Selection forms. A review of the Parent Survey and Program Selection forms indicate unanimously the trend in parent choice has been the Freestanding English as a Second Language Program as their preference which aligns with the program offered at our school.
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 [\[see tool kit\]](#).)  
At the beginning of the school year, immediately after LAB-R testing parents of entitled ELL's are invited to a parent orientation meeting. Parents who attend this meeting are asked to fill out the Parent Survey and Program Selection forms. For those parents who do not attend or those entering during the year every effort is made to contact those parents to come in at the scheduled time to view the translated video. The original entitlement letters and Parent Survey and Program Selection forms are kept in the individual student cumulative record folders.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
In the Orientation Meeting translators are provided. In the past we have received 100% return of the Parent Surveys and Programs Selection Form. After receiving the Parent Survey and Program Selection Forms if any parent requests a bilingual program an e-mail will be sent to ELL Program Transfers @ schools.nyc.gov to consult in order to help parents locate TBE and DL Programs. If the survey indicates that a parent requests student placement in the ESL program the ESL teachers will determine placement based on grade level and proficiency level according to the mandated hours. All communication both written and oral will be in the parents' native language whenever possible.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each year based on the RLER Report all eligible students who need to be administered the NYSELAT are identified. All students are administered the speaking subtest one-on-one by an ESL teacher who is not the student's ESL provider. For the remaining three subtests students are grouped by grade level and administered the test. Since this is an untimed test students are given the time needed to complete it. Those students with IEP's are given their mandated test modifications as indicated in their IEP's.
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.   
100% of our parents choose the ESL Freestanding Program. In regard to parent choice a review of the Parent Survey and Program Selection forms indicate unanimously the trend in parent choice has been the Freestanding English as a Second Language Program

as their preference which aligns with the program offered at our school. Any parent requesting another program model an e-mail will be sent to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) to consult in order to help parents locate TBE and DL programs. If there are 15 or more ELL's who speak the same home language in one or two consecutive grades whose parents request either a TBE or DL program we will bring this to the Principal's attention for further action. Parents are invited after the LAB-R administration, to attend an orientation meeting to view the translated videotapes produced by the New York City Department of Education to ensure that parents understand all three program choices. Translators are available to answer any questions. Attendance is taken in order to reach out to those parents who do not attend in order to ensure that every parent returns and understands the Parent Survey and Program Selection forms.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

The ELLs at P.S. 162 receive their mandated units of services through a Freestanding ESL pull-out/push-in program model. The ESL teachers will push in during the extended morning program to promote additional support. Beginners and Intermediates are given 360 minutes of ESL instruction per week. Advanced ELLs are serviced 180 minutes per week. They also receive 90 minutes per day of ELA instruction in the classroom. Students are grouped according to grade and/or proficiency levels.

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)?  
**SEE ABOVE RESPONSE IN NUMBER 1.**
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.

For the Push-In Model a co-teaching approach is adopted between the ESL teacher and the content area teachers in English. In the Pull-Out Model the instruction is delivered in English except for the newcomer ELL's where Chinese language support is available. Both program models implement and integrate, a thematic and project based approach, which integrates academic language development and literacy in content areas. Peer tutors/Partners help with the learning of vocabulary and speaking skills. These practices assure that our ELL's meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Not Applicable
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year our school closely monitors students progress in reading and writing by assessing students using TCRWP and the performance tasks. Listening and speaking assessments are embedded in daily activities.
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).

104 out of 109 student have been receiving ESL services for three years and under. Four students have been receiving ESL services between 4-6 years. At this time there are no Students with Interrupted Formal Education (SIFE) in our school community. Our working plan for future ELLs in this category is to bridge the academic gap through rigorous instruction. The use of leveled libraries is incorporated to facilitate the grade-appropriate reading readiness skills. After the assessment of each student's content area knowledge, they will be able to attend grade appropriate content area instruction to expedite academic growth. Students will attend after school AIS classes as well as the extended day program. receiving ESL services for three years and under. Eight students have been receiving ESL services between 4-6 years. At this time there are no Students with Interrupted Formal Education (SIFE) in our school community. Our working plan for future ELLs in this category is to bridge the academic gap through rigorous instruction. The use of leveled libraries is incorporated to facilitate the grade-appropriate reading readiness skills. After the assessment of each student's content area knowledge, they will be able to attend grade appropriate content area instruction to expedite academic growth. Students will attend after school AIS classes as well as the extended day program.

In order to better assist our ELL newcomers, we use a wide range of visual and technology resources to develop English language proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. For ELL's that have been here for more than one year and are required to take the ELA test a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notes in Chinese/English and Korean/English for science, social studies and math will be used for additional native language support. These students will be invited to attend the Title III after school program when available.

As per the NYSESLAT test results, analysis for ELLs receiving service 4 to 6 years indicates additional instruction in writing mechanics and reading comprehension skills is needed. These goals will be accomplished through the following interventions: The ELLs will be immersed in a wide range of activities to promote reading comprehension and written expression. Language function, language structures and vocabulary lessons will be planned to align with each unit of content area instruction. Instruction will be differentiated to meet each ELLs learning and language needs. They will be invited to attend after school AIS/Title III programs. In consultation with the classroom teachers and support personnel, it will be determined whether or not further evaluation will be needed in order to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition and may need a possible referral for alternative placement in Special Education.

Long term ELLs would be invited to attend after school AIS, extended day and the Title III programs. Any student falling into this category will be brought to the attention of the Academic Intervention Team in order to determine what additional support can be given. The team will also determine whether or not to recommend if further evaluation will be needed to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition. This recommendation will then be brought to the school's Pupil Personnel Team for final approval. During the instructional day, these students will use the Strategies To Achieve Reading Success (STARS) series. This series will provide essential instruction in 12 reading strategies.

All ELLs who are already identified having special needs will be serviced as per their I.E.P. In collaboration with the Special Education teacher and classroom teacher grade level materials and specific instructional strategies will be individualized to provide access

to academic content and accelerate English language development. Thinking Maps will be utilized to help ELL SWDs to organize information visually in order to clarify difficult and abstract concepts. Flexible scheduling is collaborated with all service providers and classroom teachers of ELL SWDs in order to meet their diverse needs.

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 content area instruction materials that are used in the classroom are: Houghton Mifflin Harcourt New York City Edition for Social Studies, Harcourt School Publishers - New York City Edition for Science and Envisions Math by Pearson. the reading programs are Ready Gen and Foundations. The following strategies are used to provide access to academic content areas and accelerate English Language development. For our ELL-SWD's: TPR higher thinking questions, visuals, technology and Thinking Maps, to build on prior knowledge and to scaffold information.

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?

All ELLs who are already identified having special needs will be serviced as per their I.E.P. In collaboration with the Special Education teacher and classroom teacher. Grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English language development. Thinking Maps will be utilized to help ELL SWDs to organize information visually in order to clarify difficult and abstract concepts. Flexible scheduling is collaborated with all service providers and classroom teachers of ELL SWDs in order to meet their diverse needs.

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

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

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

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

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

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

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

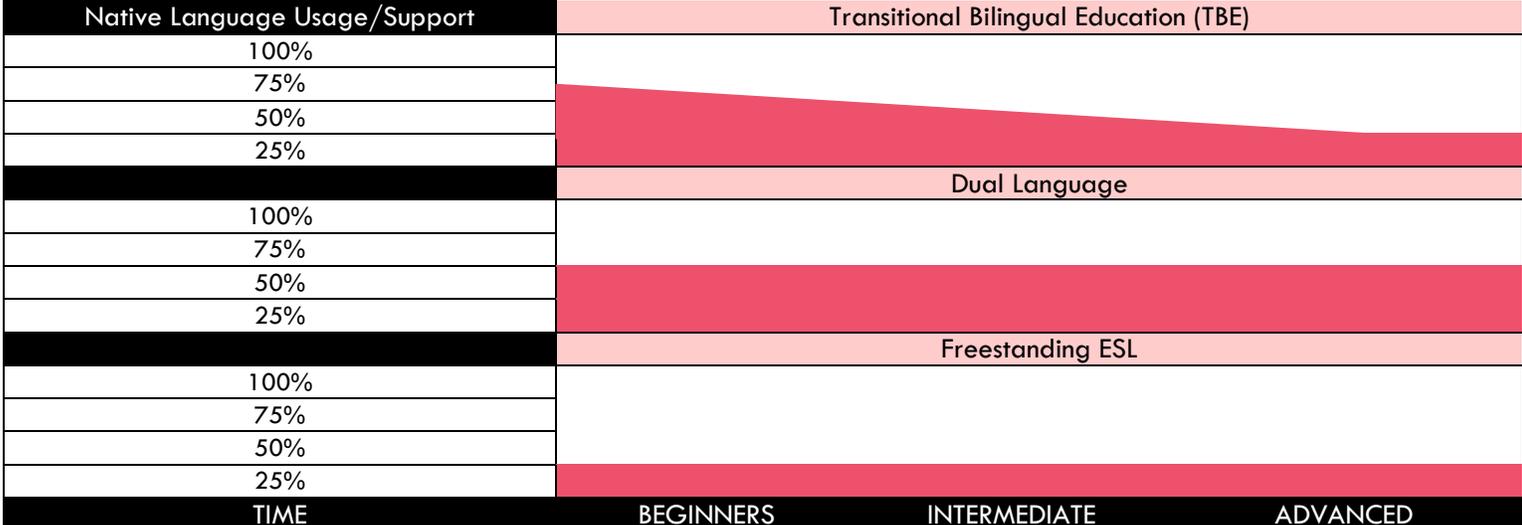
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.
- Our ELLs who need additional support will be included in each grade's Inquiry Team. This program will assess and target their identified areas of weakness. Short and long term goals will be set based upon available data. Our targeted intervention program for ELLs in ELA and Math is implemented by inviting the more advanced ELLs in grades 3, 4, and 5 to after school AIS programs. The newcomers and intermediate ELLs will be invited to the Title III after school Math and ELA programs. The 4th grade ELLs are invited to the morning extended day program with the Science teacher. Many of our ELLs participate in the extended morning program as well. All programs are offered in English.
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 majority of our ELLs advanced to the next proficiency level on the NYSESLAT. Only two students out of 32 in grades 3-5 did not meet promotional criteria on the ELA. One student already has an IEP and the other is in process. All students met promotional criteria in Math. All Grade 4 ELLs met the standards on the State Science Test.
11. What new programs or improvements will be considered for the upcoming school year?
- The school will be implementing two new programs this year Foundations for grades K-1 and Ready Gen for grades K-5.
12. What programs/services for ELLs will be discontinued and why?
- No current program will be discontinued due to the success of our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are afforded equal access to all school programs. Whenever funds are available, our school has a Title III Afterschool Program two (2) days a week. All ELLs are entitled to be invited to our morning extended day program, as well as, any AIS Afterschool programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As of September 2013, all classrooms will be equipped with Smart Boards and document readers. In order to better assist our ELL newcomers (less than three (3) years), we use a wide range of picture libraries, thinking maps, books on tape, English at Your Command ESL Content Area Program, and technology resources to develop English Language Proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. For ELLs that have been here for more than one (1) year and are required to take the ELA test, a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notes in Chinese/English and Korean/English for science, math and social studies will be used for additional native language support. These students will be invited to attend the Title III after school program when available.
- The following instructional materials are used for the ELLs receiving services for four (4) to six (6) years: English at Your Command ESL Content Area Program, Daily Academic Vocabulary Series, Daily Paragraph Editing, picture libraries and Thinking Maps..
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support from the ESL Program is provided through the use of bilingual content area glossaries in Math, Science and Social Studies, bilingual electronic dictionaries, bilingual picture dictionaries and access to online bilingual resources. In addition, we have a Chinese speaking ESL teacher. Other school staff members who speak Korean, Chinese, Spanish and Greek lend support whenever needed. Whenever possible parent correspondence is sent home in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Whenever possible, ELLs are grouped by grade level. The ESL teachers collaborate with the classroom teachers on curriculum. Grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English Language development.
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.
- Orientation Meetings are held throughout the school year for newly enrolled ELLs. At these meetings, parents are informed of their program choices and have the opportunity to discuss any concerns.
18. What language electives are offered to ELLs?

**Not Applicable**

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

**Not Applicable.**

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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  - The ESL teachers will attend MaryAnn Cucchiaro's ESL Labsite Workshops ongoing throughout the year, as well as, ELL Liaison Meetings run by Ann Anesta.
  - The ESL teachers ongoing PD's offered at PS 162 regarding the CCLS.
  - In order to assist ELLs as they transition from elementary to middle school, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects. Students will visit their future Middle School to tour and view with the guidance counselor, principal and classroom teachers. the guidance counselors from our feeder middle schools come to PS 162 to give student orientations. Students receive a feedback form to provide student interest information. These guidance counselors also articulate with the 5th grade teachers to ascertain each student's academic strengths/weaknesses, behavior, interests and family issues.
  - The ESL will teachers will provide the common branch teachers and paraprofessionals ongoing ESL training workshops for strategies and resources to help ELLs meet the standards, as well as, meet their minimum 7.5 hours of ELL training, and 10 hours for special education teachers. Throughout the year ESL resource books and materials will be provided to the classroom teachers to add to their existing ESL Resource Library and Binders in order to address the specific needs of their ELLs. Agendas and attendance will be kept in order to maintain records for these ELL Training Workshops.

## 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?

As for parental involvement, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents. The parents of ELLs will be invited to take part in various school activities such as: Pumpkin Painting/Sale, PTA Meetings, Children Around the World Cultural Day followed by an International Feast. The weeks leading up to the Children around the World Cultural Day parents are invited to come in and share about their culture. Kindergarten parents are invited to be guest readers. Parents are invited to participate in Field Day, Graduation Committee, Spring Concerts and Ballroom Dancing Performances. This year ELL Parent Workshops will be conducted to inform them of on-line resources that can be used at home to help their children.

This year notices have already been sent regarding free Adult ESL classes at the local library and at PS 26. Parents are invited to attend a Citywide Parent Workshop with translators. Each year the Parent Coordinator sends home a survey asking for parent input in order to plan future workshops addressing their needs. Parents are invited to PTA Meetings which are held both in the daytime and evening where they are given the opportunity to express their needs. Chinese translation was provided at most evening PTA Meetings.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

DBN: 26Q162 School Name: JOHN GOLDEN SCHOOL

Cluster: 2 Network: 205

**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.

In order to assess our school's written translation and oral interpretation, we need to ensure that all parents are provided with appropriate and timely information in a language that they can understand. We use the following report in ATS to generate the parents' preferred language - (RAPL). Throughout the year we will regularly generate and review the up-to-date version of this report. Translated versions of the Home Language Identification Survey and the Emergency Contact Card are provided. Written and Oral language preference data is collected via the following forms by the staff in ATS: Student Registration Form, HLIS, Emergency Contact Card (Blue Card).

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

Findings show written interpretation is needed in the following languages: Chinese (246), Korea (39), Spanish (17), Greek (2), Bengali (1), Punjabi (1), Pashto (1), Farsi (1), Russian (1) Urdu (2). Oral interpretation has been requested by parents and provided by bilingual members of our staff in the following languages: Korean, Chinese, Greek and Spanish. Written translations of school notices, PTA notices, correspondence to parents in the form of letters, flyers and e-mails, have been provided. The school has communicated its willingness to reach out to non-English speaking parents through the School Leadership Team, the PTA, signs placed at the main entrance, verbal conversations between bilingual members of our staff and parents, and correspondence to parents in writing. Findings were reported to the school community at SLT and PTA meetings.

## Part B: Strategies and Activities

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

Notices for most of the above languages are being sent home for PTA Meetings, Parent-Teacher Conferences, fund raising events, parent workshops and special school activities. DOE Notices are available in most languages through Central. Notices are sent to the Translation and Interpretation Unit 1-2 weeks before needed to ensure timely provision of the document . PS 162 has a newly created website with school wide policies and mission statement that are currently in the process of being translated for parent access. Our school staff has a pedagogue who can translate Chinese in the written form.

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.

Translators are available at PTA Meetings. Interpreters are available for Parent Teacher Conferences and for any Parent-Teacher interaction whenever needed through in-house interpreters and/or through the Translation and Interpretation Unit as needed. Our school staff has pedagogues who can orally translate in Mandarin, Cantonese, Korean, Spanish and Greek.

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>.

In compliance with Chancellor's Regulations A-663, we have multi-lingual postings in the front vestibule notifying families that both oral and written interpretation is available upon request. Parents Rights booklets are available in the Parent Coordinator's office, Room 109 in different languages. We will determine and record the primary language spoken by the parent of each student enrolled in school and determine whether any parents require language assistance to communicate with the DOE. Develop a school based language access plan as part of the school's Comprehensive Education Plan. Translate documents containing critical information regarding a student's education in our school's preferred languages. Provide interpretation services to the maximum extent practicable within the budget appropriated for such services.

