

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

School Name: THE GEORGE CROMWELL SCHOOL
DBN (i.e. 01M001): 31R038
Principal: EVERLIDYS ROBLES
Principal Email: EROBLES2@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Murillo: Assistant Principal/Designee Everlidys Robles: Principal	*Principal and Designee	
Margaret Connelly UFT Teacher/Designee	*UFT Chapter Leader or Designee	
Janine Seery: PTA President	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Teuta Ulaj	Member/ Chairperson/3 rd Grade ICT Teacher	
Delta Mc Keon	Member/ 1 st grade ICT Teacher	
Derya Atabey	Member/ 4 th Grade Self-Contained Teacher	
	Member/	
Mr. Michael Peters	Member/ Parent	
Mrs. Nataly Jasso	Member/ Parent	
Jen Darcy	Member/ Parent	
Carla Tormo	Member/ Parent	
Cristina Ferrara	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 30% (119) of all students (372) in grades K-5 will meet the TC Benchmarks as measured by TCRWP Running Record MOSL data.

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.

In 2013-2014, P.S. 38 was exempt for a second year from a Quality Review. 2011-2012 was the last year we had a Quality Review. That school year we obtained an overall Proficient on the Q.R with Well Developed in the following areas:

- Maintaining a culture of mutual trust/positive attitudes toward learning that support academic/personal growth of students and adult (1.4)
- Aligning assessments to curriculum and analyzing and using this information on student learning outcomes to adjust instructional decisions (2.2).
- Communicate high expectations to staff, students, families, and support students and families to achieve them (3.4)
- Integrate child/youth development and integrate support services/partnerships with families/CBOs with the school-wide goals to accelerate the academic and personal growth of students (4.4).

That same year we received a B on our 2011-2012 Progress Report and our overall score was 60.5%. The range to receive an A was 64.7% or higher. Our B was a solid B only 4.2% shy of an A, which demonstrated our efforts to sustain and lift the quality of our strong common core aligned practice and to target those proficient/developing areas mentioned in the Quality Review. Our goal was and to this day continues to be, to become proficient /well developed in those areas and to continue to grow student progress and performance. As delineated on the 2011-2012 Progress report, our school's overall Report Score rose from 58 percentile in 2010 to 65 percentile rank in 2012 and we were a School in Good Standing meeting AYP in all areas. Additionally we earned an additional 3.5 points for closing the achievement gap.

In the 2012-2013 school year we received a high B on our Progress Report, 4.5% shy of an A, which was a testament to our continued rigorous Common Core aligned practice. In the Spring of 2013 our students in grades 3-5 took State ELA and State Math tests aligned to the Common Core Standards for the first time. Our Progress Report results that year provide a clear indication of where our students are on their path to college and career readiness and demonstrate what our children know and are able to do. 41.9% of 3rd graders, 34% of fourth graders, and 55.4% of our fifth graders performed at or above proficiency in ELA. In comparison we outperformed city schools in performance in both ELA and Math. We also received 4 points for Closing the Achievement Gap with our Special Education students and English Language Learners.

Category	2011-2012	Grade	2012-2013	Grade
Student Progress	32.4%	B	29.6%	B
Student Performance	19.3%	A	16.5%	A

*Although there was a decline in student progress and performance in 2013, it is important to note that this was a very tumultuous year for our school as our entire school community was gravely impacted by Hurricane Sandy. However, we take pride in sustaining a solid B and superseding the city's performance rate.

For the past several years the State Tests have changed and evolved with a targeted final re-designed test date of 2014. Although Progress Reports are no longer used to determine a school's success with student achievement, this year the DOE and New York City have instituted a School Quality Snapshot which will provide families with comprehensive information about a school by taking a balanced look at the school's practices, environment, and performance. This report is based on multiple measures such as a Quality Review, the School Survey responses of teachers and parents, and a variety of achievement and progress measures.

Student 2014 performance on State tests in ELA and Math, and student achievement in middle school after leaving our school, all demonstrated that we superseded both the city average and district average.

Comparison of P.S. 38 Student Performance on 2014 State ELA and Math Tests to City and District

Population:	ELA	Math
P.S. 38	45% met standards	56% met standards
District Average	35% met standards	43% met standards
N.Y.C. City Average	30% met standards	39% met standards

Achievement in Middle School After Leaving Our School 2014

Pass Rate By Former 5 th Graders in 6 th Grade Courses	District Average	City Average
98%	96%	93%

This 2014 data extracted from our School Quality Snapshot Validates that the instructional structures we implemented in our plan of actions continue to make a significant impact on sustaining student progress and increasing student performance. Moreover, this confirms our solid trend of upward mobility in student performance and achievement through the years. We will continue to institute best practices for the 2014-2015 school year and will work to enhance our **rigorous** curriculum and instructional methods which are aligned to the Capacity Framework Element on Rigorous Instruction: *(Instruction that is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.)*

In addition to the continuation of these successful best practices, this year our school community will also focus on the Chancellor's 2014-2015 Initiatives:

- Know our students: Ensure knowledge of students and their work and use this knowledge to plan.
- Integrate policy into an instructional focus: Small Group Work
- Continue to develop a culture of collaborative professional learning that enables school and individual development.

P.S. 38 Administration along with the School Leadership Team, Instructional Team, and Grade Inquiry Teams, conducted a needs assessment to evaluate the core elements of our reading program. We evaluated the approaches, materials, and activities we are currently using to determine the extent to which they are currently aligned with research recommendations, core standards, and Chancellor's Initiatives and the Danielson Framework for teaching and Learning. It was found that our literacy program is research based and has the following components: Phonemic/Phonic Awareness, word recognition, background knowledge, vocabulary development, fluency, comprehension and motivation to read. Our needs assessment determined that the school's Core Reading Program (TCRWP) is Evidence Based to ensure that students achieve English Language Arts Core Standards and to ensure that all children will be reading independently and well by the end of third grade, so that they can read to learn and continue to develop literate lives in grades 3-5. Our literacy program requires that children read, write, analyze, discuss and respond to texts across a variety of genres to grow familiar with attributes specific to those genres, and also requires that students engage with a 50/50 split of literary and informational texts.

As demonstrated below in Tables A & B, our high number of students meeting/exceeding the benchmarks from September 2014 to November 2014 evidences the success of our research based TCRWP Reading Curriculum as we continue to move students along the learning continuum.

Table A:

Comparison of TCRWP September 2014 to November 2014 Reading Data

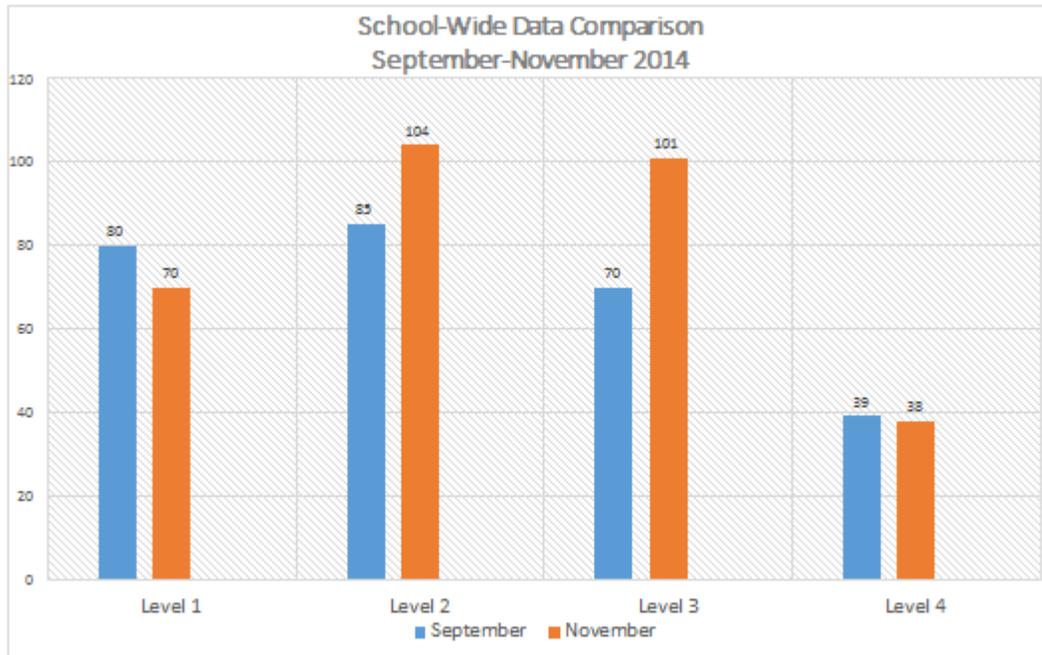
Grade:	Below Prof. Standard Level 1 Sept. 14	Below Prof. Standard Level 1 Nov. 2014	Partially Prof. in Standard Level 2 Sept. 14	Partially Prof. in Standard Level 2 Nov. 2014	Meeting Prof. Standard Level 3 Sept. 14	Meeting Prof. Standard Level 3 Nov. 2014	Exceeds Prof. in Standard Level 4 Sept. 14	Exceeds Prof. in Standard Level 4 Nov. 2014	Meets Exceeds Prof. Standard 3/4 Sept. 14	Meets Exceeds Prof. Standard 3/4 Nov. 2014
*Kinder.	N/A	N/A	N/A	N/A	N/A	25	N/A (7)	2	N/A	27
1 st Grade	20	23	11	13	13	11	10	9	22	20
2 nd Grade	19 (2)	10(3)	16	15	9	22	6	5	15	27
3 rd Grade	17 (6)	10 (4)	10	26 (1)	21	14	9	8	31	22
4 th Grade	8 (2)	9 (2)	20	21	23	22	5	5	27	27
5 th Grade	16 (7)	18 (6)	28 (1)	29 (2)	4	7	9	9	13	16
Total	80	70	85	104	70	101	39	38	108	139

In September Kindergarten is only expected to engage in shared reading, concepts of print, and exposure to emergent story books and **is not assessed**.

*As action research, Kindergarten students are assessed in November at a level A/B with book introduction and are formally assessed for proficiency in March with an expectation of Level C with book introduction.

**numbers in parenthesis indicate the portion of students that are in special education and sit in self-contained classrooms.*

Table B



This graph clearly indicates a decline in students reading at level 1 from 80 in September to 70 in November. The increase in the number of students reading at levels 2 (from 85 in September to 104 in November) and 3 (from 70 in September to 101 in November) demonstrate that children are moving along the learning continuum. Note that this data is impacted by students who are newly admitted to our school mid-year and those that have moved along to other school settings, resulting in minor fluctuations in numbers.

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

Assessment, small group instruction, and differentiated instruction continue to be the driving force of growing student performance and achievement at P.S. 38 for the 2014-2015 school year. We launch the year with the previous year's data and teachers reassess their students in early September and reconfigure groups accordingly. Assessment is ongoing and all groups are fluid.

As a result of our needs assessment and the work of the Grade Inquiry Teams and the Instructional Team, we have found a need to continue to *refine and work on the following*:

1. Guided Reading/Literacy Book Clubs Daily
2. The Seven Essential Comprehension Reading Skills and strategies for exploring those.-Daily
3. Inquiry (HOTS), organizing for Effort / Accountable Talk-Daily, Academic Rigor in a Thinking Curriculum-Daily
4. Project Based Learning integrated in literacy
5. Integration of Bloom's Taxonomy and The Depth of Knowledge to develop high order thinking and questioning techniques (3B Danielson) and lift the rigor and engagement of teaching and learning.
6. Word Study/ Juicy language and content specific vocabulary/ Grammar
7. The mini lesson in reading and writing.
8. Small group differentiated work and effective conferencing with an emphasis on Ells
9. Differentiated materials and texts to support multiple entry points and diverse learners.
10. Transfer of word study and reading to writing and across content areas
11. Independent Reading with agency-Stamina
12. Response to Intervention and AIS integrated into every classroom and closely monitored.
13. Aligning all practice to Common Core Curriculum Standards
14. Integration of Grammar Strategy Lessons
15. Vocabulary Development
16. Continue to develop comprehension in grades K-2 through Shared Reading, Read Aloud, and Guided Reading with an emphasis on reciprocity in reading and writing and transference of skills learned across content areas.
17. Integrate more informational texts and close reading that are aligned to the Core Standards.
18. Foster the ability of students to use charts to support independent practice (strategy, process, inquiry and exemplar charts).
19. Foster independence and agency among students by providing choice in strategies, materials, and charts used to show what they know.
20. Students will take home both their just right leveled books in a variety of genres inclusive of non-fiction daily as well as two books on their instructional level to attain performance goals and build stamina.
21. Students will engage in a variety of performance tasks that are rigorous, go across content areas, and are aligned with the core standards.
22. Engage students in grammar and language development.
23. Integration of informational and hybrid texts across disciplines inclusive of close reading across disciplines.
24. Compare, analyzing, and evaluating texts across genres.
25. Integration of the Language Progressions in planning for English language learners

26. PD in Language progressions with Mildred Cordova from the network.
27. Response To Intervention Professional development (On-going) building wide
28. Title III push in support for ESL students in grades 3-5 and pull out in grades K-2.
29. Title III after school program- Theatre and dance with Joan from Marquis Studios for language development and expression.
30. 3 hours or more of Danielson Professional Development for Teachers monthly to lift the rigor of teacher practice and effectiveness.
31. Saturday Test Prep Academy-12 weeks beginning the first Saturday in December
32. Early Morning Literacy Program for targeted students in grades K-2 with an emphasis on phonics and phonemic awareness and guided reading to build comprehension and fluency.
33. Teachers College Professional development in Reading and Writing out of house and with our upper and lower grade in-house TC staff developers. PD this year will emphasize and focus around small group instruction to support diverse learners.
34. PD will emphasize text band work and content specific strategies that target specific reading behaviors in those bands to move students along the continuum.

Other areas that will continue to be grown and emphasized by all staff K-5 are:

- Writing Process-Confering-Units of Study
- Continuation of Data Analysis to drive and differentiate instruction (Inquiry)
- Holding students accountable for what they already learned.
- Exposure and appropriate immersion into higher order thinking work will begin in K-2.
- Share TCRWP Data with students to set and create targeted individual goals and motivate students to improve.
- Students reflect on process, what they learned, and how strategies help them
- Use of rubrics, logs to monitor reading habits, checklists
- Will look for big ideas in non-fiction texts and develop analytical and argumentative lines of thinking.
- Develop an understanding of Concepts of Print (grades K-2)
- Learn how to link letters to sounds (Phonemic / Phonic Awareness) (grades K-2)
- Develop and understand story elements (grades K-5)
- Develop an awareness of the basic structures and their characteristics that differentiate literary and informational text structures. (K-2)
- Able to distinguish and articulate the difference between a literary structure and an informational structure. (3-5)
- Modeling through shared and interactive reading and writing (grades K-5)
- Modeling strategies proficient readers use during read aloud (grades K-5)
- Compare characters, setting and story from one book to another / analyze and evaluate the author's use of setting, plot, character, point of view (grades K-5)
- Use of ELA Rubric to benchmark reading and writing activities and smart goals 3-5
- Read and comprehend a variety of genres and language specific to that genre inclusive of ELA as a genre (grades K-5)
- Student awareness of various genres and text structures within those genres and their characteristics
- Use graphic organizers K-5
- Be engaged in daily response to literature activities and WAR (Writing About Reading)
- Students will monitor for meaning and miscues.
- Use and analyze student reading and writing notebooks as portfolios to inform planning and instruction.

- Continue to grow and develop the units of study in reading and use the **TCWRP Assessments** to assess reading levels and student progress to inform instruction and develop individual / small group smart goals 4 times a year.
- Continue to grow and develop the units of study in writing and use the *Narrative, informational, argumentation and opinion Assessment tools* to assess writing levels and student progress to inform instruction 4 times a year.
- Integrate Research and Project Based Learning across content areas.
- Integrating content area studies across disciplines.
- Use of Response to Intervention (RTI) in all classrooms as a school wide initiative to better target student needs.
- Integration of the Arts within ELA and content areas
- Celebrations-Reading and Writing, Poetry, Project based learning, etc.
- Reading independently at developmentally appropriate levels to foster comprehension, fluency and stamina as per TCRWP benchmarks.
- The ability to organize our thinking across a variety of charts that align to our purpose for reading /writing
- Note-taking, coding text, margin notes, sketching scenes, thoughts and observations.
- Using notes to grow and develop theories about themes or big ideas across texts, and utilize these notes to develop longer and deeper writing pieces.
- Utilization of exemplars in classrooms to model product expectations for students.
- Integration of smart-board use and technology to support studies: Webquest, use of computer lab, designing powerpoints, IReady technology program.
-

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

All of the following staff are utilized to support **all** of the above strategies #s 1-27:

All classroom teachers and specialty teachers
 IEP Teacher/SETTS Teacher/ESL Teacher
 Related service personnel push in support
 Mentors for New Teachers
 Administration
 T.C. Staff developers

28. ESL Teacher

29. ESL Teacher, 1 dance resident from Marquis Studios, 1 paraprofessional

30. Principal and Assistant Principal: Use of Danielson Framework for teaching and Learning, Engage NY, Videos in the Common Core Library.

31. 2 Teachers for grade 3, one teacher for both grades 4 and 5 and 1 paraprofessional for Saturday Academy

32. 3 Teachers and 1 paraprofessional for Early Morning Reading Tutorial (K-2)

33. TC Staff Developers Maggie Beattie Roberts (3-5) and Purnima Chopra Voora (K-2)

34. TC Staff Developers Maggie Beattie Roberts (3-5) and Purnima Chopra Voora (K-2), building administration, Master teachers will also turnkey information and provide best practices PD to their colleagues inclusive of IEP Teacher and ESL teacher and all cluster teachers.

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

The following will be adhered to systematically to ensure that data is carefully examined, analyzed, and used to drive instruction as well as to monitor student progress. All students will demonstrate by **mid-year**, an increase of one reading level and by June 2015 30% of students in grades K – 5 will meet or exceed the TC Benchmarks in independent reading for their grade as measured by the TCRWP Running Records (MOSL).

Related service teachers will meet with classroom teachers during Grade Data Inquiry Team Weekly Sessions. Together, data is gathered, closely examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.

- Ongoing Teacher observations / daily conferences
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.
- Observation Survey-Reading Recovery
- TCRWP Assessment used 4 times a year to monitor all students
- Informational Assessment Tool 4 times a year-Oct./December/March / May
- Use of TCRWP, Engage NY State Test Questions and annotated responses to analyze and inform instruction
- Faculty conferences dedicated to Grade level inquiry /individual class inquiry work.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Articulation between related service personnel and Classroom Teachers
- Data Binders by Grade and Class
- Targeted grade level inquiry work 4 times a month (Every Wednesday).
- Monitoring for Results-all extended day students will be monitored quarterly using the running records and anecdotal to analyze the patterns and the next steps that need to be implemented to move the struggling students toward meeting the benchmarks.
- Standardized Test Data, ELA Benchmark Assessments, EPAL, and TCRWP Assessments will be used to develop individual and small group smart goals for reading, as well as the use of the Literacy Learning Continuum.
- Standardized Test Data and the TCRWP Narrative, Informational, and Opinion/Argument Assessment Tools will be used to develop individual and small group goals for Writing as there is reciprocity between reading and writing.
- TCRWP Spelling Inventory used to develop and plan for differentiated word study instruction and grouping.
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- All teachers have three common preps for planning and analyzing data.
- 4 Grade Inquiry sessions a month for monitoring and planning for targeted students and instruction.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Attendance and agendas for parent workshops, Leadership Team meetings, PTA meetings
- Feedback from administration to staff regarding teacher practice using the Danielson Framework for Teaching and Learning and the new teacher evaluation system-Advance.
- Assessment Pro, School Net, Engage NY, and other data bases will be used to monitor and support our work.
- Inquiry Teachers meet to analyze student work samples and data and use this data to drive small group and one on one instruction. Monday PD time is also used to monitor student progress and plan for intervention.
- Student Notebooks and portfolios that demonstrate learning

- Teacher surveys and exit slips
- School Leadership Team “Learning walk” exit slips and feedback.

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

#s 1-27 will be on going from September 2014 thru June 2015 and take place during a daily double block of reading (90 Min.) and during writing workshop (45 Min.). Related service personnel service all mandated students as per IEPs and push into classrooms to provide support within the instructional setting unless indicated on IEP otherwise

28. September 2014-June 2015

29. January 7, 2015- May 13, 2015 for a total of 17 sessions once a week for 2 hours a session.

30. Will take place during Professional Development Mondays from 2:45-3:50 from September 2014-June 2015. Classroom intervisitations will also be tucked into the school day on an as needed basis. Teachers College staff developers will work with our both of our K-2 and 3-5 teachers for 10 sessions each throughout the school year. This work will be 90 minutes a session minimum.

31. Saturday Academy: 12 weeks beginning December 6, 2014 –March 28, 2015.

32. Early Morning Tutorial K-2: October 21, 2014-January 22, 2014 two days a week for 1 hour.

33. Teachers College staff developers will work with our both of our K-2 and 3-5 teachers for 10 sessions each throughout the school year. This work will be 90 minutes a session minimum.

34. Will take place during Professional Development Mondays from 2:45-3:50 from September 2014-June 2015. Classroom intervisitations will also be tucked into the school day on an as needed basis. Teachers College staff developers will work with our both of our K-2 and 3-5 teachers for 10 sessions each throughout the school year. This work will be 90 minutes a session minimum

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

Resources used:

- Classroom libraries rich in a variety of texts in various genres and complexities, leveled libraries, guided reading materials, graphic organizers, UT.C. Units of Study in reading and writing, guided reading libraries, big books, Words Their Way.
- Language rich leveled libraries, Mondo oral language assessments, a variety of visuals and artifacts, TCRWP continuums for writing and NYSESLAT prep materials, hands on science language rich experiments and activities used for Title III after school program.
- High level intellectually stimulating texts in a variety of genres, Depth of Knowledge, Bloom’s Taxonomy are used for book clubs
- Informational texts and articles for comparison, lap tops and smart board for research, video comparison, Higher Order thinking skills writing about reading activities, etc...
- Teacher’s College Units of Study in reading and writing, Narrative, Opinion, and Informational Writing Continuum, TC rubrics and

checklists, methods and strategies. Subs will be brought in to cover teacher's classes so that in class demonstrations and planning can take place with the staff developers.

- Teachers use NY Ready books, Coach books, Buckle Down Reading and Math books, Explode the Code Phonics and I-Ready technology program (to support small group instruction), and Saturday Academy.
- The use of technology: Lap tops, smart boards, computer programs to support the work.
- Danielson Framework for Teaching and Learning to lift the rigor of instruction and refine teacher pedagogy.
- Use of the Depth of Knowledge to promote rigorous high level questioning and thinking
- Inquiry and research methods for reading to learn and acquiring information in content area studies will foster and promote deeper comprehension skills.

Programmatic details:

- In order to provide teachers with ample time for planning as a grade each grade has been scheduled at least 4 common preps
- PD Mondays and 40 minutes on Tuesdays are used to provide teachers and paraprofessionals with differentiated PD based on their needs and will sometimes be used by teachers to analyze student work samples and data and plan for intervention and small groups with modifications as needed. All Inquiry work is aligned to the Danielson framework for teaching and Learning and specific focuses are determined by administration.
- Substitutes are hired to cover teachers to attend double periods of Professional development when our T.C. staff developers are here and when teachers attend Teacher's College out of house.
- ATRs are also used sparingly to provide teachers with additional preps to work on data and planning.
- Instructional team meetings are held once a month at 7:30 am to discuss instructional issues
- Pupil Progress team meetings are held once a month to discuss red flag concerns and progress in response to intervention
- All related service personnel push in to provide mandated support along-side the learning taking place in the classrooms
- All Faculty conferences and Professional development Mondays are also aligned to the Danielson framework for teaching and learning and to our CEP goals.
- Per session monies are set aside for teachers to analyze student work and data and score performance tasks and assessments.
- Lab sites are organized for T.C. professional development days.
- Library teacher focuses on social studies through literacy in grades 3-5
- All cluster teachers integrate close reading into their content area.
- Mentor teachers support novice teachers two hours minimum a week.
- We have built capacity where by teachers share best practices, open their classrooms to their colleagues for inter-visitations, have established model classrooms for others to visit on their own, turn-keyed professional development to their colleagues at PD, designed rigorous PD for teachers that is engaging and differentiated to meet their needs.
- Vertical team planning is part of our focus to grow teacher pedagogy, and refine practice and takes place on PD Mondays and part of Tuesday afternoons, as well as on common preps.

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).

- In December each grade in grades 3-5 will host a ELA and Math workshop for parents that will provide them with the format and rigor of each state test, types of questions students may encounter, what students are expected to do, and how they are preparing their children for the rigor of these Common Core Aligned tests.
- The School Leadership Team meets once a month to discuss, reflect, plan, and share ideas related to our school-wide goals and as set forth in the School CEP and makes revisions accordingly.
- Our Parent Coordinator is a great asset to our learning community and liaison between the school and home. She is fluent in Spanish accommodating and translating for our Spanish families during workshops, PTA meetings, round table discussions, etc.
- Parent coordinator facilitates parents requiring assistance logging into ARIS and Acuity for student data.
- Our parent coordinator will drive the initiative of a 100% parent survey response.
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- Parents are invited to curriculum orientations in September to provide parents with a clear sense of the curriculum and the learning that will be taking place with their child, as well as expectations and responsibilities of children and school policy.
- During curriculum conferences parents will have an opportunity to exchange contact information in order to communicate after school hours. This communication would mostly be about missing homework assignments.
- Monthly parent letters sent home to give parents an overview of the unit of study for each subject area.
- Mid-year teacher strategy workshops for parents.
- Teacher Test-Prep workshops for parents to give parents an insight on what the standardized tests are about and what the expectations are.
- Third grade teachers will have a workshop for second grade parents regarding expectations and how they can work home with their children to meet the demands of CCSS to make gains in state tests. This workshop's goal will be to build a partnership from school to home.
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- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Parents will be invited to attend celebrations aligned to instructional initiatives.
- Parent Science Project Workshop
- Parents as Learning Partners will give parents an opportunity to observe and engage in learning along-side their child. Each monthly session has a particular instructional focus.

- School-home communication will be ongoing: Phone messaging service, letters, conversations/meetings, monthly grade curriculum newsletters, etc...
- At School Leadership Team Meetings our ESL Teacher has turn-keyed information for all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program.

The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year.

- Several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as State standards, assessments and school expectations.
- Our Parent coordinator works diligently to assist all parents of ELL students in completing and submitting their Annual Parent Surveys. And accommodates parents by showing them how to go online. As result of her rigorous work, for the past two years 100% of our parents submitted surveys.
- Additionally, she has worked one on one with all ELL parents to initiate the ARIS log on process so that they have access to their child/children's data and assists parents with on line school meal application matters.
- Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language.
- All the documents, notices and meetings are offered in their home language.
- We have a new EChalk website that provides school related information to our parents. Each teacher has a personal class opage to provide information related to their class and post supports for parents, assignments for HW, etc.

Budget and Resource Alignment

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

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

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title Ila) and New York State School Support Supplement.
- 2 Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I School-wide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I School-wide Projects.
- Saturday Academy – supported by Title I School-wide Projects.

- Professional Development (Teacher’s College) – supported by Staten Island Foundation Grant and Title I School-wide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I School-wide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I School-wide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

**Our goal is that through the co-mingling of funds, we will be able to vest in standards driven early intervention.

The following are our budget allocations for Title III

Section III. Title III Budget

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,424	1 ESL Teacher Per Session 2 Classroom Teacher Per Session 162 hours x 52 = 8,424
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$2776	Enrichment materials-Multi Lingual / Multi Cultural Books, and Visual Arts Supplies \$2,776	
Educational Software (Object Code 199)			
Travel			
Other			
TOTAL	\$11, 200		

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

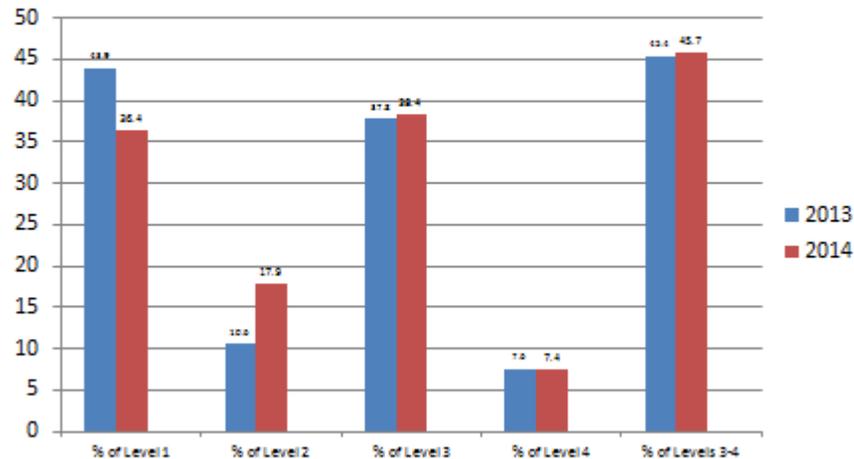
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All students in grades 3-5 performing in the bottom 1/3 will demonstrate 3% gains in performance as measured by 2015 ELA Exam.

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.

Comparison of ELA Results
31R038



The 2014 ELA test demonstrated that the number of partially proficient children who scored a level 2 went up about 7.3 percent confirming that our level 1 students have made gains. The number of children that scored a three also grew from 37.8 % in 2013 to 38.4% in 2014. Our overall proficiency gains were .3% from 45.4% in 2013 to 45.7% in 2014. We were pleased that we were able to sustain our growth and supersede the city's performance because it was a challenging test. Our 2014 Quality Snap shot, indicates that our lowest performing students demonstrated poor student progress in ELA, however, it is important to note that the snapshot also indicates that our students with special needs did make fair gains in progress in ELA. Our School Quality Guide Data indicates we exceeded our target for closing the achievement gap in ELA with 10.5% of our self-contained and 15.4% of our ICT students meeting and exceeding proficiency.

Although we did make gains in ELA, 36.4% of our students are still performing below standard (level 1) and 17.9% have acquired partial proficiency (level 2). Currently, we have a total of 41 English Language Learners: 8 beginners, 9 intermediate and 23 advanced, the majority of which sit in our kindergarten and first grade classrooms.

- Due to the large number of ELLS and the fact that the data demonstrates a need for intervention with our lowest performing students, this year a school wide initiative will be **small group instruction with an emphasis on our English Language Learners and our lowest 1/3 performing**

students. We always target all students performing below standard and partially proficient in reading in grades K-2 as this is the foundation and where it all begins.

45.3% of our students performed at or above proficiency in ELA on the State 2014 Exam. These students require higher level thinking skills that are intellectually stimulating and encompass diverse experiences unpacking and discussing, and writing about complex texts, this will also be addressed with small group differentiated instruction that is challenging and rigorous.

To ensure this increase in student performance and progress, the following will systematically continue

- Any general education students at risk will continue to be provided with a Response to Intervention (RTI) plan that is specific to their need and monitored closely.
- Students will be provided with a 6 week RTI plan targeting their area of need honing in on and developing strategies they need to further develop.
- This information will be provided to our IEP teacher and all data relevant to each child and their progress or concerns there-of will be discussed in detail at our monthly PPT meetings with our School Assessment Team and administration.
- Professional Development in RTI will be provided to all teachers and para professionals will engage in a series of workshops in RTI.
- These students' will be monitored at least three times a year using Monitoring for Results to document progress and performance, and to anecdote observations and plan next steps.
- Staff will be provided with English Language Learner Progressions Professional development by Mildred Cordova from our Network, and our in house ESL Teacher

Instructional Strategies/Activities

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

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

1. Title III Program to meet the needs of English Language Learners will take place once a week after school. This year we have partnered with Marquis Studios to implement a language and expression rich theatre/dance program for all of our Ells.
2. Related services personnel push in during reading and writing, etc, to support students in lowest 1/3 while they are receiving instruction. Moreover, as per IEP mandates, testing accommodations will be woven into this instruction.
3. On Going Teacher's College in house professional development for all teachers K-5 with an upper and lower grade staff developer in reading and writing, and the use of TCRWP data to drive instruction and improve student progress and performance with a focus on targeted small group instruction
4. K-2 Early Morning reading Tutorial. Early reading strategies using big books in a variety of genres, shared reading and interactive and shared writing as well as guided reading libraries and an abundance of informational texts.
5. Saturday Academy for grades 3-5 for 12 weeks beginning December 6, 2014. Coach books, Buckle down, NY Ready for grades 1-5, Kaplan, leveled libraries and lots of non-fiction materials.
6. Response to intervention and differentiation of instruction which provides structural supports to subgroups drives this goal.
7. ESL push in support
8. The integration of close reading across a variety of genres with short complex excerpts of text in a variety of text structures which students will learn to analyze deeply, annotate, interpret and think deeply about. The integration of reading materials in a variety of gradually increasing text complexities.
9. Book clubs will facilitate the use of high cognitive questioning and the development of critical thinking skills. Teachers will continue to study close reading and the use of the Depth of Knowledge to raise the level of instruction and deepen thinking.
10. Strategic guided reading K-5 that is used with the most struggling readers. Groups are homogeneous based on reading level and planning for instruction is data driven. Teachers use the literacy learning continuum and TCRWP running records to plan for very structured guided work gradually releasing responsibility as children become more fluent readers and move into independent reading/book clubs.

11. New teacher mentor Program to support novice teachers in planning, delivery of instruction, and analyzing student work.
12. Arts Continuum Collaboration with IS 2 and Marquis Studios to provide all students in grades 4 and 5 with music/arts enrichment, language acquisition content specific vocabulary through a motivating percussion and song-writing experience once a week for 20 weeks with a culminating performance.
13. Teachers of grades 4 and 5 will work collaboratively with an arts resident from Marquis studio in their classrooms and will be provided with 2 Professional development sessions to plan, develop, and refine their practice with enriching their students learning through music and song-writing literary experiences using a variety of modes for learning that is hands on and motivating, that have multiple entry points for diverse learners.

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

1. ELS Teacher and one dance resident from Marquis Studios will work with ESL students one day a week for 2 hours after school to assist them in acquiring the English language through immersion in dance and theater.
2. Related service personnel: Occupational Therapist, Speech teachers, PT Teachers.
3. All classroom teachers provide specific data driven targeted instruction to mandated students who received level 1 or 2 on state tests and to all students in grades K-2 who are approaching or below standard in reading and math. Teachers college in house upper grade and lower grade staff developers will work with teachers on implementing best practices using TC reading and writing units of study, the Literacy learning continuum, TCRWP assessments, and TC Narrative, Opinion, and Informational writing progressions.
4. 3 Teachers: One for Kindergarten, first, and second grade students will use a variety of big books and guided reading books to provide interactive shared reading and interactive writing experiences with an emphasis on the early reading strategies, the spelling inventory data, and TCRWP running records..
5. Three teachers, one for 3rd, 4th, and 5th grade students will meet with students for 3 ½ hours on Saturdays to provide rigorous test prep instruction.
6. AIS Teacher articulates with classroom teachers and has access to student data to push in and provide students in need with modified and differentiated instruction in their classroom setting. All materials from RTI professional development and modifications are based on teacher observations, data, and IEPs.
7. ESL Teacher provides ESL instruction as per IEP mandates alongside rigorous classroom instruction so that children benefit from the classroom setting and immersion in literacy.
8. An emphasis will be placed in grades 3-5, however, close reading is integrated at the earliest levels in a simpler form for early exposure to grades K-2. All cluster teachers will also integrate Close reading into their instruction across various content areas.
9. Grade 2-5 teachers and sometimes a first grade teacher may launch a book club with a group of fluent readers.
10. Teachers K-5 use leveled guided reading books at students' instructional level and plan with TCRWP and the Literacy Learning Continuum to engage students in very structured guided reading lessons.
11. Teacher mentors will work closely with novice teachers who need support in planning, delivery of instruction, and analyzing student work.
12. 4th and 5th grade teachers, arts resident from Marquis Studios, IS 2 staff involved, administration.
13. 4th and 5th grade teachers, arts resident from Marquis studios, IS 2 staff involved, administration

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

- Monitoring for Results will be used quarterly during the year to monitor observations, next steps and skills mastered, State ELA Test results,TCRWP (MOSL) running record reading assessments, predictive assessments to monitor skills mastered and drive instruction for areas in need.
- Monitoring for results will be used quarterly during the year to monitor observations, next steps and skills mastered, Practice NYSESLAT tests, Mondo oral language assessment, students writing samples assessed with TCRWP progressions aligned to the CCSSs, TCRWP (MOSL) running record reading assessments, predictive assessments to monitor skills mastered and drive instruction for areas in need.
- Monitoring for Results will be used quarterly during the year to monitor observations, next steps and skills mastered, State ELA Test results,TCRWP (MOSL) running record reading assessments, predictive assessments to monitor skills mastered and drive instruction for areas in need. Students will also receive Tier 2 Response to Intervention and small group intervention in class. ICT and self-contained special education students will receive modifications as per IEPs.
- TCRWP reading and writing data will be used quarterly to measure progress. Students will produce performance tasks and projects and rubrics aligned to CCSSs will be used to measure growth in higher level thinking skills. TCWRP informational writing continuum will be used 4 times a year to measure growth.
- The Danielson Framework for teaching and Learning will be used to provide teacher feedback and monitor transfer of P.D. into classroom practice to lift the rigor of teaching and learning regularly, as well as the new Advance system
- TCRWP reading assessments and monitoring for results will be used to monitor student progression along the literacy continuum.
- State ELA Test, TCRWP assessments
- Lesson plans and curriculum maps delineating how lessons are differentiated for subgroups (lowest 1/3, highest 1/3 Ells) and samples of structural supports are

collected by administration and observed during walkthroughs. Informal observations and Artifact samples are entered into Advance. All students receiving RTI are monitored for progress at PPT meetings and RTI is modified as necessary.

- TCRWP data, Mondo oral language assessment, NYSESLAT, teacher observations, informal class tests and projects, RTI, Lesson Plans and artifacts, benchmark data to inform instruction.
- Student Notebooks and portfolios that demonstrate learning
- Culminating activities/projects, presentations and performance tasks.

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

1. Title III will take place after school once a week for 2 hours on Wednesdays beginning January 7, 2015 thru May 13, 2015 for a duration of 17 weeks.
2. September 2014- June 2015 as per IEP mandates
3. September 2014-June 2015: Teachers College PD will consist of 10 sessions with an upper grade staff developer and 10 sessions with a lower grade staff developer in-house. These sessions will be scheduled in cycles based on teacher need in various units of study.
4. K-2 September: October 21, 2014-January 22, 2015 two days a week for one hour.
5. Saturday Academy for grades 3-5 for 12 weeks beginning December 6, 2014-March 28 for 3 hours a session.
6. September 2014-June 2015
7. September 2014-June 2015: time frames are per IEP mandates for ESL children.
8. September 2014-June 2015: time frames are per IEP mandates for ESL children.
9. All Teachers September 2014-June 2015
10. All Teachers September 2014-June 2015
11. Novice and Veteran teachers September 2014-June 2015
12. January 12-June 15 for the duration of twenty weeks once a week.
13. January 12-June 15 for the duration of twenty weeks once a week.

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

Resources:

- Teachers use leveled libraries for guided reading, NY Ready books, Coach books, Buckle Down Reading and Math books, Explode the Code Phonics.
- Language rich leveled libraries, Mondo oral language assessments, a variety of visuals and artifacts, TCRWP continuums for writing and NYSESLAT prep materials, hands on science language rich experiments and activities.
- Units of study in reading and writing, guided reading libraries, big books, Words Their Way.
- High level intellectually stimulating texts in a variety of genres, Depth of Knowledge, Bloom's Taxonomy.
- Content specific reading text band work: Teachers developed and use text band question rings that emphasis characteristics of reading behaviors and thinking that should take place in various reading text bands.
- Informational texts and articles for comparison, lap tops and smart board for research, video comparison, Higher Order thinking skills writing about reading activities, etc...
- Teacher's College Units of Study in reading and writing, Narrative, Opinion, and Informational writing continuum, TC rubrics and checklists, methods and strategies. Subs will be brought in to cover teacher's classes so that in class demonstrations and planning can take place with the staff developers.
- The use of technology: lap tops, computers, smart boards, and computer based reading supplements such as Reading Eggs, Learning A-Z, etc.
- NYSESLAT data, rubrics, artifacts, informal tests, use of graphic organizers and table tents to support learning as well as personal word walls/rings.
- IEP testing accommodations will be integrated into classroom practice and materials differentiated based on need and performance indicators of special ed. Children.
- Visuals and artifacts and vocabulary development with an emphasis on academic vocabulary and content specific vocabulary, will be integrated into classroom practice.
- Language progressions for ELLs will be integrated into curriculum maps and lesson plans.
- Depth of Knowledge will be used to lift the rigor and level of questioning, discussion, and thinking to higher/deeper levels.
- Actively engaging inquiry based lessons

Programmatic Details:

- In order to provide teachers with ample time for planning as a grade each grade has been scheduled at least 4 common preps

- Inquiry work is infused during PD Mondays and is used by teachers to analyze student work samples and data and plan for intervention and small groups with modifications as needed. All Inquiry work is aligned to the Danielson framework for teaching and Learning and specific focuses are determined by administration.
 - Substitutes are hired to cover teachers to attend double periods of Professional development when our T.C. staff developers are here and when teachers attend Teacher's College out of house.
 - ATRs are also used sparingly to provide teachers with additional preps to work on data and planning.
 - Instructional team meetings are held once a month at 7:30 am to discuss instructional issues
 - Pupil Progress team meetings are held once a month to discuss red flag concerns and progress in response to intervention
 - All related service personnel push in to provide mandated support along-side the learning taking place in the classrooms
 - All Faculty conferences are also aligned to the Danielson framework for teaching and learning and to our CEP goals.
-
- All related service personnel provide push in support during the literacy and math blocks and if they need to pull students, it can only be during science or social studies, not the major content areas.
 - IEP Teacher also provides the mandated SETSS services to students and supports classroom teachers she is mentoring throughout the rest of the day. We have scheduled an extra Administrative period to provide her with necessary planning time and time needed to perform other IEP and School Assessment Team duties and have not scheduled her for any lunch duty.
 - Our Librarian has been scheduled to push into classrooms in grades 3-5 to support literacy with a focus on social studies in literacy and articulates with classroom teachers to plan aligning her lessons to current units of study.
 - ESL Teacher pushes in in grades 3-5 to support ELLS in the classroom and articulates with classroom teachers to differentiate her work with her subgroup.

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).

All of the Strategies below are aligned with the Capacity Framework Element 5E: Strong Family Ties

Parent Engagement Tuesdays: Teachers have scheduled individual parent meetings for all students performing below standard (Level 1) and partial standard (Level 2) to discuss data and response to intervention strategies and plans of action with parents for support.

Parent workshop Cycles: as per parent request and interest and based on our observations for a need to inform parents in our rigorous curriculum, this year teachers will plan 3 cycles of parent workshops to allow parents a choice in attending one or all workshops on various topics such as: Testing ELA and Math, IEP/Special Ed., Go Math, and technology supports for go math.

- Our School Leadership Team has analyzed the Quality Review Rubric and will engage in a learning walk through the school whereby they will be given a specific lens, jot down their observations, thinking, ideas or questions, and will then debrief with administration.
- Our SLT will engage in our collaborative professional development work with Marquis studios as a vested interest in understanding how we support the arts/music in partnership with this organization and IS2.
- Teachers grades 3-5 will host grade level Testing (ELA and Math) meetings for parents.
- Teachers in grades K and 1 will have an ELA workshop and grade 2 will do both ELA and Math

- School Assessment Team works with the classroom teachers to hold round table discussions with parents regarding concerns and students in need of further testing and evaluating.
- Parents as Learning Partner Days for parents to visit their child's class for a focused instructional period and work along-side their child. Each session has an instructional focus such as science, language arts, math, etc.
- The School Leadership Team meets once a month to discuss, reflect, plan, and share ideas related to our school-wide goals as set forth in the School CEP and makes revisions accordingly.
- Our Parent Coordinator is a great asset to our learning community and liaison between the school and home. She is fluent in Spanish accommodating and translating for our Spanish families during workshops, PTA meetings, round table discussions, etc.
- Parent coordinator facilitates parents requiring assistance logging on line to complete parent surveys, school meal applications, etc.
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- Progress reports are sent home to inform parents of academic concerns and parents are invited to meet with the teacher to discuss concerns, look at student work/data, and create a plan of action.
- SBST Team collaborates and articulates with administration, related service teachers, classroom teachers, and families and facilitates round table meetings with families when necessary.
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.

- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Parents will be invited to attend celebrations aligned to instructional initiatives such as Title III ESL celebrations, author's celebrations, content area celebrations, science fair projects, etc.
- Parent Science Project Workshop
- School-home communication will be ongoing: Phone messaging service, letters, conversations/meetings, monthly grade curriculum newsletters, etc...
- At School Leadership Team Meetings our ESL Teacher has turn-keyed information for all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program.
- The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year.
- Several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as State standards, assessments and school expectations.
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- Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language.
- All the documents, notices and meetings are offered in their home language.
- Teachers as a grade provide parents with a monthly newsletter detailing all curricular areas and current units of study. These letters not only share what and how their children are learning, but also provide parents with strategies to support their learning at home.
- EChalk school website: teachers also designed and update their own class page with support links, homework, information on upcoming class events, the current class studies, etc. This website is available in all languages to communicate with all parents.
- Progress reports are sent home to inform parents of academic concerns and parents are invited to meet with the teacher to discuss concerns, look at student work/data, and create a plan of action.
- SBST Team collaborates and articulates with administration, related service teachers, classroom teachers, and families and facilitates round table meetings with families when necessary
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.
- Parent workshops on Common Core State standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the

school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year.

Budget and Resource Alignment

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

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

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 - 2 Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
 - Reduced Upper Elementary Class Size – supported by Title I School-wide Projects.
 - Reading Recovery Program – supported by Fair Student Funding.
 - AM Tutoring – supported by Title I School-wide Projects.
 - Saturday Academy – supported by Title I School-wide Projects.
 - Professional Development (Teacher’s College) – supported by Staten Island Foundation Grant and Title I School-wide Projects.
 - After school Enrichment for ELL students – supported by Federal Title III funding.
 - Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I School-wide Projects, NYSTL funding.
 - Enriched cultural experiences (Theater Trip) - supported by Title I School-wide Projects.
 - Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 teachers will administer and monitor student performance on 2 ELA performance tasks as measured by ELA Standardized Exam.

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.

Parent questions and concerns regarding the City–Wide Instructional Expectations, Common Core State standards, and Testing voiced at both Leadership Meetings and PTA Meetings have led us to the implementation of Goal #3. Although we are a School in Good Standing meeting AYP in all areas, and parent responses on our School Survey regarding Academic Expectations were generally very good, we still continue to educate our parents on our methodologies, curriculum, and interpret meaning of Common Core Expectations and City-Wide Expectations. Additionally, we interpret how our curriculum is aligned to the standards and how we are providing our staff with professional development in both ELA and Math to raise the rigor of instruction. (Capacity Framework 5A: Rigorous Instruction.) and how we use performance task data as one of multiple measures to assess student comprehension and performance in ELA/content and Math.

As per the diagram below, our 2013-2014 School Survey demonstrated high levels of satisfaction among teachers and parents which superseded the citywide satisfaction average for all elementary schools.

Parent survey results also demonstrated, 91% of our parents were satisfied with our Instructional Core, 89% were satisfied with our Systems for Improvement, and 92% our school culture.

Category	% Satisfaction among Teachers and Parents	Citywide Satisfaction Average for All Elementary Schools
Instructional Core	94%	92%
Systems for Improvement	92%	89%
School Culture	93%	91%

As per our School Quality Snapshot, only 84% of our parents feel that our school offers a wide enough variety of courses, extra-curricular activities and services which is below the city average (91%) and district average (90%). And, only 90% of parents are satisfied with the education their child receives compared to the city (94%) and District (94%).

The NYC School Survey report tells us what parents, and teachers think about the learning conditions of our school. We share this information with our School Leadership Team and at Instructional Team Meetings, and take a reflective stance on how well we serve our children and school community. We are always looking to improve our practice and better serve our children and school community, thus, after reflecting on the data and our practice, we have decided to continue our rigorous best practices by reinforcing Goal # 3.

To better assist parents in understanding our curriculum and the use of performance tasks as one of multiple measures of assessment, we will address this as a priority need.

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

- To better assist parents in understanding our curriculum and the use of performance tasks as one of multiple measures of assessment, we will address this as a priority need by implementing a series of informative and engaging curricular workshops.
- Moreover we will continue to encourage all parents to attend various informative meetings and forums such as: PTA meetings, Safety meetings, Parents as Learning Partner days, round table meetings, curriculum sessions, etc...
- Performance tasks are generally administered prior to a unit so the data is gathered and analyzed for small group instruction within the unit, then the same performance task is administered post unit to compare how much students have learned.
- Projects/tasks at the end of content units of study are research and inquiry driven and provide students with a choice of how they want to gather, organize, and interpret their information in a fun project based way.
- A rubric detailing expectations and quality of work assists both students and parents in lifting the quality of research a child does at home.
- Multiple entry points are considered as well as a variety of modes of learning. Students incorporate creativity, content, content specific vocabulary, data, art, writing, etc., and are expected to present their projects to their classmates.
- Presentation skills allow students to showcase their verbal and creative strengths and promote language acquisition as well as define what children have learned.
- Reflection: Children provide each other with constructive feedback, usually a glow and grow and teachers also provide students with immediate feedback and then a copy of their rubric and how their work and presentation was benchmarked.
- Performance tasks are aligned to CCSSs and content area social studies and science related research topics are integrated into reading and writing units.

These curriculum maps reflect the integration of 2 ELA performance tasks (one in a content area). The content area performance tasks are embedded in units of study in reading and writing that align themselves to ongoing work in social studies and science. In addition, all inquiry or hands-on investigation work in content areas will be done during the social studies or science period. Our teachers have worked diligently to create these tasks and the rubrics to assess student performance. Our curriculum maps are a living document and teachers continue to collaborate to make any necessary revisions. Note that while some performance tasks simultaneously carry over through reading and writing, others will reflect in only reading or writing. This is due to the fact that not every grade studies the same unit/genre/focus in reading and writing simultaneously each month.

2014-2015 Building –Wide Overview of Reading Units

Month	Kinder.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
September	Exploring the world of books/We are readers	Readers build good habits	Taking charge of reading	Building a reading life	Following characters into meaning: envision, predict, synthesize infer, and interpret.	Agency and intellectual independence
October	Readers read, think, and talk about emergent story books and shared reading texts	Tackling trouble: When readers come to hard words and tricky parts of books we try harder and harder	Taking charge of reading Non-fiction: reading the world Performance task: communities	Building a reading life Studying characters across clubs	Following characters into meaning: envision, predict, synthesize infer, and interpret. Reading high interest informational and literary non-fiction closely.	Agency and intellectual independence Learning through reading: Westward Expansion/Performance Task
November	Readers use all our powers to read everything in the classroom and beyond.	Tackling trouble: When readers come to hard words and tricky parts of books we try harder and harder Non-fiction readers learn about the world	Non-fiction: reading the world Getting to know characters Performance task: communities	Studying characters across clubs Non-fiction reading to get to the text	Reading high interest informational and literary non-fiction closely. Historical fiction book clubs and related informational	Learning through reading: Westward Expansion/Performance Task Historical Fiction Book clubs and related informational texts

			*Science Content Area Performance task #1: Animals			texts.		
December	Readers use all our powers to read everything in the classroom and beyond.	Non-fiction readers learn about the world *Science Content Area Performance task #1: Animals	Getting to know characters	Non-fiction reading to get to the text Learning through reading: Countries around the world *S.S. Performance Task #1:China	Historical fiction book clubs and related informational texts.	Historical Fiction Book clubs and related informational texts		
January	We can be reading teachers: Teach yourself and your partners to use all you know to read. Learning about ourselves and our world: reading for information *S.S. Performance	Readers meet the characters in our books	Shoring up on foundational skills	Learning through reading: Countries around the world *S.S. Performance Task #1:China Biography Book Clubs	Learning through reading American revolution	Non-fiction research project # 1 (Industrial Revolution)		

		Task #1: Communities					
February	We can be reading teachers: Teach yourself and your partners to use all you know to read.	Readers meet the characters in our books We can be our own teachers when we work hard to figure out words and parts of texts in fiction and non-fiction texts	Shoring up on foundational skills Series reading and cross genre reading clubs	Biography Book Clubs Test preparation unit	Interpretation Clubs Test preparation	Non-fiction research project # 1 (Industrial Revolution) Fantasy Book Clubs	
March	Learning about ourselves and our world: Reading for information	We can be our own teachers when we work hard to figure out words and parts of texts in fiction and non-fiction texts	Series reading and cross genre reading clubs	Test Preparation	Test Preparation	Fantasy Book Clubs Test Prep Unit	
April	Readers are brave and resourceful when we encounter hard and tricky parts in our books	Reading across genres to learn about a topic. Information books, stories, poems. *S.S. performance task #2: Patriotic Symbols	Non-fiction reading clubs Information writing performance task	Mystery Book clubs	Interpretation clubs	Test Prep Social Issues Book clubs	

May	<p>Readers are brave and resourceful when we encounter hard and tricky parts in our books</p> <p>Readers get to know characters by pretending and by performing our books</p>	<p>Reading across genres to learn about a topic. Information books, stories, poems.</p> <p>*S.S. performance task #2: Patriotic Symbols</p> <p>Dramatizing characters and deepening our comprehension in reading clubs</p>	<p>Non-fiction reading clubs</p> <p>Information writing performance task</p> <p>Reading and role playing: Fiction, folktales and fairy tales.</p>	<p>Mystery Book clubs</p> <p>Social Issues Book Clubs</p>	<p>Interpretation clubs</p> <p>Non-fiction book clubs/Author studies</p>	<p>Social Issues Book clubs</p> <p>Research project #2: Performance Task #2- Environmental Integrity</p>
June			<p>Reading and role playing: Fiction, folktales and fairy tales.</p>	<p>Social Issues Book Clubs</p>	<p>Non-fiction book clubs/Author studies</p>	<p>Research project #2: Performance Task #2- Environmental Integrity</p>

2014-2015 Building –Wide Overview of Writing Units

Month	Kinder.	1st grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
September	Launching the writing workshop	Launching with small moments	Narrative Writing	Crafting true stories	The Arc of Story: Writing realistic fiction	Narrative craft

<p>October</p>	<p>Looking closely: Observing, labeling, and listing like scientists</p>	<p>Launching with small moments</p> <p>Authors as Mentors: Craftsmanship and revision</p>	<p>Narrative Writing</p> <p>Information writing: Performance task</p>	<p>Crafting true stories The art of information writing</p>	<p>The Arc of Story: Writing realistic fiction</p> <p>Boxes and bullets: Personal and persuasive essays</p>	<p>Narrative craft</p> <p>The lens of history: Research Reports/Westward Expansion</p>	
<p>November</p>	<p>Looking closely: Observing, labeling and listing like scientists</p> <p>Writing true stories</p>	<p>Authors as Mentors: Craftsmanship and revision</p> <p>Informational Book</p> <p>*Science content area Performance Task #1: Animals</p>	<p>Information writing: Performance task</p>	<p>The art of information writing</p> <p>Performance Task: Informational reading and opinion writing</p>	<p>Boxes and bullets: Personal and persuasive essays</p> <p>The literary essay: Writing about fiction</p>	<p>The lens of history: Research Reports</p> <p>*Performance Task #1: S.S. Content/Westward expansion</p>	
<p>December</p>	<p>Writing true stories</p>	<p>Informational Books</p> <p>*Science content area Performance Task #1: Animals</p>	<p>Gripping Fictional Stories</p>	<p>Changing the world: Persuasive speeches, petitions, and editorials</p>	<p>The literary essay: Writing about fiction</p>	<p>Literary and comparative essay</p>	
<p>January</p>	<p>Procedural writing: How to Books</p>	<p>Persuasive writing: Opinions, reviews, and stories</p>	<p>Gripping Fictional Stories</p> <p>Poetry</p>	<p>Baby Literary Essay</p>	<p>Bringing history to life</p>	<p>Research Based Argument Essay</p> <p>Research project #1:Ties with S.S.: Industrialization</p>	
	<p>Procedural writing: How to</p>	<p>Persuasive writing: Opinions,</p>	<p>Poetry Writing about</p>	<p>Baby Literary Essay</p>	<p>Bringing history to life</p>	<p>Poetry anthologies</p>	

<p>February</p>	<p>Books Information Books</p>	<p>reviews, and stories</p> <p>Poetry: Powerful thoughts in tiny packages</p>	<p>reading</p>	<p>Test Preparation</p>	<p>*Social Studies performance task #1: Revolutionary War</p> <p>Test preparation</p>	
<p>March</p>	<p>information Books</p> <p>Science Performance task #2: Plants</p>	<p>Poetry: Powerful thoughts in tiny packages</p>	<p>Writing about reading</p> <p>Lab reports and science books</p>	<p>Test Preparation</p>	<p>Test preparation</p>	<p>Test Prep</p>
<p>April</p>	<p>Persuasive writing of all kinds.</p>	<p>Informational writing about science</p>	<p>Lab reports and science books</p>	<p>Poetry</p>	<p>Journalism</p> <p>*S.S. Performance task #2: Immigration</p>	<p>Shaping text from essay and narrative to memoire</p>
<p>May</p>	<p>Persuasive writing</p> <p>Using all we know about writing narrative stories.</p>	<p>Informational writing about science</p> <p>Realistic Fiction</p>	<p>Writing adaptations of familiar fairytales and folktales</p>	<p>Poetry</p> <p>Once upon a time: Adapting and writing fairytales</p>	<p>*S.S. Performance task #2: Immigration</p> <p>The craft of fiction: using figurative language, symbolism, and point of view to highlight themes.</p>	<p>Shaping text from essay and narrative to memoire</p>

<p>June</p>	<p>Using all we know about writing narrative stories.</p>	<p>Realistic Fiction</p>	<p>Writing adaptations of familiar fairytales and folktales</p>	<p>Once upon a time: Adapting and writing fairytales</p>	<p>The craft of fiction: using figurative language, symbolism, and point of view to highlight themes</p>	<p>Independent research writing project: Performance task #2: Environmental Integrity</p>
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Our work this year has a strong emphasis on small group instruction across the day. This is a building wide initiative. This work is inclusive of ongoing inquiry and analyzing student work to drive student performance, and the continuous refinement of teacher performance and implementation of best practices through professional development.

- We will continue to integrate and align the Common Core State Standards with our curriculum and continue to analyze student work in a variety of forums to drive the chancellor's initiative of improving student performance.
- Through targeted inquiry work we will continue to improve student performance by analyzing student work and forming a think tank to create targeted, specific action plans aligned to individual and group student goals and monitor student progress in a timely fashion. This work will be inclusive of creating assessments and rubrics as a grade that measure student performance,
- Targeted inquiry work and curriculum mapping that aligns to Common Core Curriculum Standards.
- Targeted inquiry work in Content Areas and Integration of Informational Text and Performance Tasks.
- The continued implementation of CCSS requires more rigorous writing, problem solving, and critical thinking and has helped teachers better connect learning across different subject areas and grade levels. This year we will continue this work.
- The Principles of Learning have always been the foundation for our rigorous practice and expectations for instruction. Danielson's Framework for Teaching and Learning is very much aligned to the Principles of Learning and we began the School Year providing Professional Development to our staff around The Framework highlighting the congruence to lift the rigor of instruction and refine our practice and grow ourselves as professionals and learners.
- As a school-wide initiative, the School Inquiry Team and all teachers during grade level Inquiry meetings will continue to work diligently to analyze State Exam results and make the appropriate adjustments to our curriculum and supports for students so that they can reach and eventually exceed the higher standards as set forth by the State.
- Student progress is our goal with a focus on differentiating and targeting students more effectively in all settings with a focus on our lowest 1/3.
- Ongoing grade and collaborative inquiry to analyze student work, drive student performance, and continue to refine teacher performance and implementation of best practices through professional development.
- We will continue to integrate and align the Common Core State Standards with our curriculum maps to lift rigor to drive the chancellor's initiative of improving student performance.
- Through targeted inquiry work we will continue to improve student performance by analyzing student work and forming a think tank to create targeted, specific action

plans aligned to individual and group student goals and monitor student progress in a timely fashion. This work will be inclusive of creating assessments and rubrics as a grade that measure student performance.

- Continue to work with our TC staff developer and network support person to prepare the performance tasks that are aligned to the CCSS.
- Continue Targeted inquiry work in Content Areas and Integration of Informational Text and begin to create Performance Tasks.
- The Assistant Principal, Principal, and one inquiry team member will attend District professional development beginning this summer and throughout the 2013-2014 school year, that will aide in the role out of this work and will turnkey the information to teachers at grade level inquiry meetings.
- To continue to build capacity school teams will continue to attend Common Core State Standard planning sessions with District Deputy of Instruction.
- We will continue grade level inquiry Wednesday meetings. All meetings will take place on Wednesday afternoons from 2:35-3:25 p.m. This will allow for role-over of new information and application of targeted inquiry strategies with a focus on National Core Standards and work that is integrated across the content areas building wide.
- Teachers at grade meetings analyze data to target students/subgroups, and will monitor and modify their practice and approaches based on data results, student performance, and teacher observations.
- Through Data Inquiry Team will continue to carefully examine data and make data driven decisions that impact the entire instructional program. As a result of this team we will able articulate findings and ideas to teachers to successfully address the needs of targeted students
- This Team will contribute to the revision and reshaping of our extended day program to meet the instructional needs of students at risk and in need of enrichment.
- The team along with administration, will continue to build capacity by refining the practice of grade level inquiry teams that target small groups, monitor and revise student's progress, and provide and create effective strategic lessons that meet their student's needs.
- Teachers of grade level inquiry teams will continue to use a variety of soft and hard data to differentiate instruction in the classroom and target students who need intervention with additional conferencing, small group instruction, and one to one instruction specific to skills and strategies in need.
- Informed effective discussions, planning at grade level meetings, professional development, continued support from administration ISC math support, and providing teachers with several common preps to plan as a grade, will continue to facilitate this effort.
- The insight we gain from our IEP teacher will continue to aide action research investigations to better service IEP students and allow teachers to apply modifications across content areas.
- All findings and new information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents.
- Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.
- We will continue to build capacity and utilize related service teachers to turn-key specific strategies and techniques used in their area of expertise to support students in their classroom settings.
- Continue articulation and sharing of best practices to set new goals and continue to grow ourselves and refine our practice.
- We will continue our *School-Wide Reading Comprehension Initiative* with a focus on integrating more informational texts across the curriculum in a variety of genres.

Students will all carry home in their independent reading baggies, both books they can read independently and will now add 1 or 2 books on their instructional level and informational texts in a variety of genres to achieve their reading goals.

- Information will continue to be shared building wide at a variety of forums and a series of parent workshops will be designed and implemented to inform, assist parents, and give them ideas for how they can play an active role.
- Resources that we use to anchor our work consistently are:
- The Continuum of Literacy Learning Pre K - 8
- Lucy Calkins Literacy / Writing Units of Study (upper and lower grades)
- Strategies that Work and the Toolkits
- Words Their Way Teacher Resource Books
- Excerpts from Understanding by Design
- Ongoing Go Math professional development.

We will continue to emphasize the use and integration of Danielson's competency 3B: Questioning to deepen student understanding and Questions of high cognitive challenge that are formulated by both the teacher and student in the following ways:

- The use of questions with multiple correct answers, or multiple approaches even when there is a single correct response.
- Effective use of student responses and ideas with a high level of student engagement in conversation.
- A variety of techniques will be used to prompt student thinking and push their thinking to higher levels inclusive of the use of thinking prompts.
- Discussion with the teacher stepping out of the central, mediating role.
- Questions will also engage students in exploration of content and provide think time.
- Students will use a variety of resources to collect information and investigate one topic in a variety of ways such as: note-taking, extracting important information from a video, analyzing artifacts, multiple texts in a variety of genres, as well as navigating the internet.
- Students will represent their inquiry studies and thinking by creating a variety of cumulative projects and presenting what they have learned to others orally.
- Students will transfer their thinking in written form utilizing a variety of structures such as persuasive essay, literary essay, informational report/project, debate, argument/opinion writing, reviews, expository, historical fiction piece, etc...
- Student notebooks will reflect Domain 3 and convey investigation questions, hypotheses, lines of thinking, perspectives, supporting evidence, and will reflect a variety of strategies taught.
- Students will independently decide which strategies best suit their purpose and apply strategies accordingly.
- Students will formulate many questions and initiate topics while making contributions to the investigation/discussions extending discussions and enriching them.
- Students will hypothesize, make connections and challenge previously held views and all students' responses to questions will be valued encouraging them to take risks.
- Students will learn to test their ideas against those of their classmates and support their thinking with evidence.
- Students will learn to think like a test maker, not a test taker by analyzing a variety of higher order question types aligned to CCSS and state tests.

- Teachers will revise their lesson plans and curriculum maps to reflect instruction across the disciplines that is rich in experiences in reading, writing, and speaking, listening, and reporting on questions that are text dependent and emphasize citing the text with evidence, making a claim or argument and supporting it with text evidence, collecting information from a variety of resources to report on a single topic or theme.
- The integration of close reading across a variety of genres with short complex excerpts of text in a variety of text structures which students will learn to analyze deeply, annotate, interpret and think deeply about.
- The integration of reading materials in a variety of gradually increasing text complexities.
- Book clubs will facilitate the use of high cognitive questioning and the development of critical thinking skills.

Teachers will continue to study close reading and the use of the Depth of Knowledge to raise the level of instruction and deepen thinking.

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

1. All classroom teachers, AIS teacher, IEP Teacher and related service personnel. Note that related services are push in for the most part as well as ESL mandated support.
2. Mentors and Lead teachers on the grade support new teachers
3. Teachers College Staff Developers support all of our work with the TCRWP Reading and Writing Units and all assessments and data analyzation and interpretation related to such (MOSL). They also support our Curriculum Mapping work.
4. Response to Intervention professional development is ongoing and provided by and supported by our IEP Teacher and School Based Support Team.
5. Administration provides focused professional development on the Danielson Framework for Teaching and Learning, and also provides continuous feedback to teachers to grow teacher pedagogy and practice.
6. TC Content Area Specialist brought in to provide PD:
7. Go Math Staff developer is brought in to work with Staff

The following materials are used to support teaching and learning:

Engage NY, Danielson Rubric, Classroom libraries, Teachers college Units of Study in Reading and Writing, Lap Tops and technology, Smart Boards, Educational Trips, Go Math teacher support links, professional articles, Depth of Knowledge Wheel, Bloom's taxonomy, Common Core Library videos.

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

1. 2014 State ELA Test (MOSL)
2. Monitoring for Results will be used quarterly during the year to monitor observations, next steps and skills mastered (Quarterly)
3. Predictive assessments to monitor skills mastered and drive instruction for areas in need. (2 Times a year)
4. Students will also receive Tier 2 Response to Intervention and small group intervention in class. ICT and self-contained special education students will receive modifications as per IEPs. (Ongoing)
5. The Danielson Framework for teaching and Learning will be used to provide teacher feedback and monitor transfer of P.D. into classroom practice to lift the rigor of teaching and learning regularly, as well as the new Advance system –September 2013-June 2014
6. TCRWP reading assessments (MOSL) will be used to monitor student progression along the literacy continuum. (Quarterly)
7. Go Math Unit Tests and assessments, Predictives, Informal class tests, automatic drills, Math Monitoring for Results.
8. Student Notebooks and portfolios that demonstrate learning

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

1. All of the aforementioned strategies will begin in September 2013 and run through to June 2014.

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

Resources:

- Teachers use leveled libraries for guided reading, NY Ready books, Coach books, Buckle Down Reading and Math books, Explode the Code Phonics.
- Language rich leveled libraries, Mondo oral language assessments, a variety of visuals and artifacts, TCRWP continuums for writing and NYSESLAT prep materials, hands on science language rich experiments and activities.

- Guided reading libraries, big books, Words Their Way.
- High level intellectually stimulating texts in a variety of genres, Depth of Knowledge, Bloom's Taxonomy,
- Informational texts and articles for comparison, lap tops and smart board for research, video comparison, Higher Order thinking skills writing about reading activities, etc...
- Teacher's College Units of Study in reading and writing, Narrative, Opinion, and Informational writing continuum, TC rubrics and checklists, methods and strategies. Subs will be brought in to cover teacher's classes so that in class demonstrations and planning can take place with the staff developers.
- Engage NY, Danielson Rubric, Classroom libraries, Teachers college Units of Study in Reading and Writing, Lap Tops and technology, Smart Boards, Educational Trips.
- Go Math Links for support

Programmatic Details:

- In order to provide teachers with ample time for planning as a grade each grade has been scheduled at least 4 common preps
- Inquiry Wednesdays (2:35-3:25) are used by teachers to analyze student work samples and data and plan for intervention and small groups with modifications as needed. All Inquiry work is aligned to the Danielson framework for teaching and Learning and specific focuses are determined by administration.
- Substitutes are hired to cover teachers to attend double periods of Professional development when our T.C. staff developers are here and when teachers attend Teacher's College out of house.
- Subs are also brought in to cover teachers for double blocks of time when our Go Math staff developer is here to work with them.
- ATRs are also used sparingly to provide teachers with additional preps to work on data and planning.
- Instructional team meetings are held once a month at 7:30 am to discuss instructional issues
- Pupil Progress team meetings are held once a month to discuss red flag concerns and progress in response to intervention
- All related service personnel push in to provide mandated support along-side the learning taking place in the classrooms
- All Faculty conferences are also aligned to the Danielson framework for teaching and learning and to our CEP goals.
- Teacher Mentors are provided with time to engage mentees in intervisitations, to plan and to debrief.

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).

- A. Public School 38 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The School Leadership Team consists of a minimum of 3/maximum of 5 parents. The Title I Parent Committee consists of a minimum of 3 parents, maximum of 5 parents.
 - The Executive Board consists of a minimum of 3 parents/maximum of 6 parents that reach out to the parent constituency in regard to parental involvement, our plans for the expenditure of Title I parent funds and programs, ELL Program expenditures, concerns, and all activities and events that take place throughout the school year including presidency, treasurer and recording secretary.

- B. Public School 38 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be included in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; moreover the following forums will be used for sharing of information:
 - At the first PTA meeting of the year all data from previous school year / implications for improvement are shared with parent constituency
 - The School Leadership Team conducts learning walks and information gathered is used to improve the teaching and learning framework.
 - At each monthly PTA meeting, Title I information that is current and related to data or school improvement is disseminated and shared.

- Parent workshop on the writing process and the components of the process-Units of study in writing and Core Standards.
- Parent reading workshops: early and upper grade reading strategies and reading assessments and Core standards.
- Parent workshop on social studies –What is meant by inquiry / project based learning and Core Standards.
- Parent workshop on the scientific method and the workshop model in the teaching of science. What does “hands on”, mean? (Core Standards)
- Parent workshop on Math, the use of manipulatives and a variety of strategies students are learning to problem solve.
- Parent workshops on student goals and strategy support tools to attain goals and support students at home.
- Parent workshops on accessing data from the internet such as Instructionally Targeted Assessments, Predictives, Grow Reports and ARIS.
- Parent workshop on Standardized Data and its’ implications.
- Various ELL parent workshops
- Parent workshop on homework and effective homework help.
- Parent workshop on the Go Math program and the Parent Go Math support site and additional practice links provided to each student per grade level and Core Standards.
- Parent workshop on the use of manipulatives in problem solving
- Parent workshop on New State Testing expectations, format
- Parent Art workshops aligned to Blue Print for the Arts
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child’s report card.
- Workshops on School-Wide Discipline Code and the Respect For All Policy.
- Parent orientations.

C. Public School 38 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Hold an annual meeting to inform parents of the school’s participation in the Title I Part A programs, and to explain the Title I Part A requirements, and the rights of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I Part A programs.
- Parents will be provided with information in an understandable format including alternative formats and in a language that parents can understand.
- Public School 38 will distribute exit slips/reflection/feedback sheets to parents participating in school-wide functions and activities. These evaluations will include comments, ideas, suggestions and reflections. This information will be utilized as a needs assessment to design and revise more effective parental involvement.
- Public School 38 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

D. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the

actions described below:

- *The State's academic Core Content Standards*
 - *The State's student academic Core Achievement Standards*
 - *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*
- Through open communication between parent coordinator and parent constituents.
 - Through a series of parent workshops standards per grade will be reviewed in a variety of ways so that parents understand the difference between academic content standards and the State's Student achievement standards.
 - Through a series of parent meetings with PTA and in the classroom with targeted grades parents will be informed about the kinds of assessments and tests that will be administered to students, as well as the expectations of City and State officials in regard to promotional criteria.
 - Parents will learn how to use the internet to access reading and math data. Acuity/ARIS assisted by Parent Coordinator
 - Parents will learn how to monitor their children's progress over time and be informed of proficiency levels their children are expected to attain. Parents will learn how we use items analysis to support student achievement through intervention and enrichment programs.
 - Parents will be provided with materials and strategies to help their students with homework
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy/math training, and using technology, as appropriate, to foster parental involvement.

Budget and Resource Alignment

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

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

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title Iia) and New York State School Support Supplement.
- 2 Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher's College) – supported by Staten Island Foundation Grant and Title I Schoolwide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 there will be a 2% increase in the number of students in grades 3-5 meeting proficiency in Math from 54.8% to 56.8% as measured on the NYS Math exam.

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.

On our 2012-2013 Progress report, 39.7% of 3rd graders, 44% of our fourth graders, and 35.7% of our fifth graders performed at or above proficiency in Mathematics. In comparison we outperformed city schools in performance in both ELA and Math. It is important to note that although we outperformed our peer schools and city schools, there is a considerable decline in student progress from 60% in 2011-2012 to 52% in 2012-2013 and a decline in student performance from 82.5% in 2011-2012 to 39.6% in 2012-2013. We contribute this decline to the fact that the Spring 2013 State Math tests were aligned to the Common Core standards for the very first time and scale score benchmark ranges were changed drastically as delineated in the Table below.

2011-2012 to 2012-2013 Mean Scale Score Comparison

Grade	2011-2012	2012-2013
3	696	300
4	704	313
5	694	311

It is also important to note that our school community was severely impacted by Hurricane Sandy in October of 2012. Although we managed to get back into our rituals and routines, 80 % of our families and our children were traumatized, living in shelters, doubling up with families and friends, and/or living in shells with no floor boards, no heat, no hot water, or power. This impacted attendance, learning, and our students' ability to sustain what they learned was at risk. Regardless of the impact Hurricane Sandy had on our entire school community, we gradually resumed a sense of normalcy and continued to forge forward with our rigorous curriculum to implement the same strong common core aligned practice that earned us a high B in 2011-2012. Teachers provided students with time to re-acclimate instructionally and re-assessed all November level 1 and level 2 performing students to provide response to intervention.

This is evidenced on the 2012-2013 Progress report where we received and sustained a B in progress and an A in performance. This data demonstrates our dedication and perseverance as a staff to overcome such tragic obstacles and demonstrates our rigorous Common Core driven Instruction. While we surpassed both our peer schools and the city in math, this data is the driving force behind continuing our rigorous best practices with an extensive focus on students in need of Math support and intervention as well as those students in the top 1/3.

2012-2013 State Math Data-162 Students Tested

Grade	% Level 1	% Level2	% Level 3	% Level 4
3	26.7	31.7	31.7	3.4
4	10.2	42.9	32.7	14.3
5	24.5	37.7	24.5	13.2

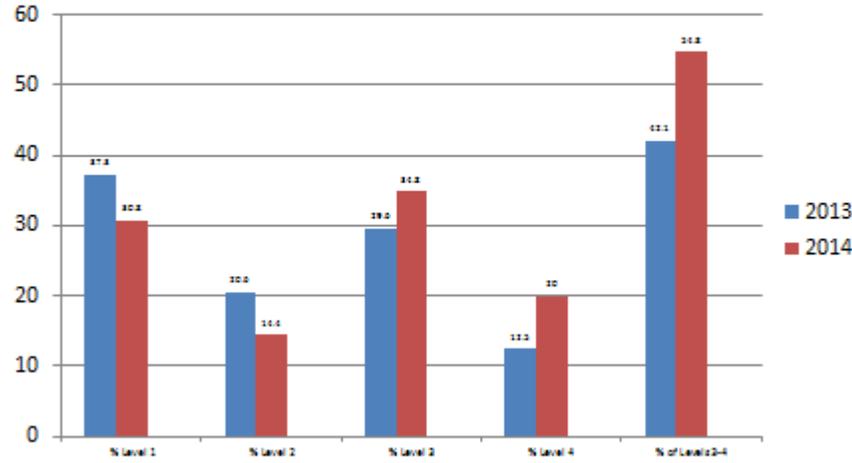
2011-2012 State Math Data-171 Students Tested

Grade	% Level 1	% Level2	% Level 3	% Level 4
3	0	18	67	14
4	0	13	45	43
5	3	17	55	26

Although the data demonstrates that we surpassed both our peer schools and the city in math in 2013, this data has been the driving force

behind continuing our rigorous best practices with an extensive focus on students in need of Math support and intervention as well as those students in the bottom 1/3. As a result of this data driven instruction, 54.9% of students in grades 3-5 performed at and above proficiency (levels 3 and 4) on the 2014 State Math Test resulting in **13.8% gains**.

Comparison of Math Results
31R038



Comparison of 2013 Math State Data to 2014 Math State Data

Math	2013	2014	Increase
Grades 3-5 Levels $\frac{3}{4}$	42.1	55.9	13.8%

Population:	Math
P.S. 38	56% met standards
District Average	43% met standards
N.Y.C. City Average	39% met standards

As mentioned, for the 2014-2015 school year Progress Reports will no longer be used to determine a school's success with student achievement. Instead, this year the DOE and New York City have instituted a School Quality Snapshot which will provide families with comprehensive information about a school by taking a balanced look at the school's practices, environment, and performance. This report is based on multiple measures such as a Quality Review, the School Survey responses of teachers and parents, and a variety of achievement and progress measures.

As represented above, data extracted from our 2014 school Quality Snapshot and School Quality Guide also demonstrates that once again, we superseded both the city average and district average. This data validates that the instructional structures we implemented in our plan of actions continue to make a significant impact on sustaining student progress and increasing student performance. We earned 75.4 points in Student Achievement (students performing at levels 3 and 4) on our Quality Snapshot exceeding the target range, and 58.8 points in student Progress meeting our target range. Moreover we have exceeded our target range for closing the achievement gap with 21.1% of our self-contained students succeeding in math and 15.4% of students in ICT classes succeeding. This confirms our solid trend of upward mobility in student performance and achievement through the years. We will continue to institute best practices for the 2014-2015 school year and will work to enhance our **rigorous** curriculum and instructional methods which are aligned to the Capacity Framework Element on Rigorous Instruction: *(Instruction that is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.)*

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. Data/skill driven Math small group instruction is an integral part of every school day. Groups are formed based on State Data, performance task data, math progression data, and teacher data..
2. Pull out Math Reflex AIS for 3rd Grade students in lowest 1/3 to develop basic math facts and math fluency.
3. Saturday Test Prep Academy.
4. We will continue our New Math program Go Math aligned to the common Core state standards.
5. On-going Go Math Professional Development with a Go Math in-house staff developer to lift rigor of teacher pedagogy.
6. Math: Working on foundation skills and deepening our work with problem solving skills.
7. Development of rigorous math tasks aligned to Math CCSS.
8. Second year implementing Go Math.
9. Parents as Learning Partners Math focus days
10. Double math block in grades 3-5 3 times a week with an emphasis on problem solving and math responses that demonstrate math processes and strategies used by students.
11. I-Ready Math technology program as an additional support to use with small groups in grades 2-5

From September 2014 to June 2015 during a 60 minute block the implementation of Go Math, which is aligned to NYS Core Standards, we will continue to improve student performance in mathematic skills, concepts and problem solving for *all students* at P.S. 38. The following instructional strategies, which are scientifically researched based will be part and parcel of our instructional program:

The following skills and strategies will be addressed within the classroom, push in, pull out programs:

- Accountable talk
- Reinforce the use of problem solving “strategy charts” to support student independence
- Focused math skills and strategy development
- Utilizing daily math “Do Now” exercises to reinforce previously learned skills.
- Visibility of math content vocabulary through use of classroom word wall.
- Refinement of mini lesson / workshop model
- Refined use of manipulatives and accessibility of manipulatives for all classroom work to bridge the gap between the concrete and abstract math concepts.
- Teaching problem solving strategies to be used with math exploration activities, including the collection, organization, analysis and interpretation of data (tables, graphs, charts)
- Continued modeling of effective skills and strategies that address multiple intelligences, individual student needs and the constructivist approach to individualizing and differentiating classroom instruction.
- Effective strategies that utilize all manipulatives as appropriate to enhance and reinforce math instruction
- The use of math games that provide concrete experiences and explorations to enable students to develop a strong foundation in math concepts and skills.
- Engage students in solving multistep problems with real world examples with more complex and higher order thinking skills.
- Explore real world examples in which necessary information is omitted
- Ready books will be used as supplement to math program
- Introduce multistep strategies to solve for missing information.
- Students recognize that there are multiple ways to solve a problem and demonstrate such.
- Recognize key words (language of text) in order to plan the procedure to solve a problem.
- Integrate interpretation and more sophisticated language.
- Pacing students in order to build stamina with reading and computing problems in a timely fashion.
- Encourage more reasoning and estimation.
- Differentiate between a digit and number.
- Introducing sophisticated and rigorous content vocabulary such as writing “equations” with “constants and variables” in 4th and 5th grade.
- Being able to work with time and elapsed time.
- Showing work.
- Analyzing more complex patterns, reasoning, and thinking logically to complete a non-obvious or anticipated sequence of the pattern.
- Students with speech/language processing and impairments will be candidates for test modifications by which questions that do not measure comprehension are simplified (rephrased)
- Enabling students to plan, monitor, and evaluate their progress.
- Teachers will utilize the NAEP Task Complexity Classifications in order to provide balance in assessment by making distinctions in item (assessment) complexity in three levels:
 - Low Complexity- students are expected to recall and recognize previously learned concepts and principles. Tasks are specific and are one-step problems.
 - Moderate Complexity- tasks are not specific, have more than one step, students need to make decisions and plan out the problem solving procedures.
 - High Complexity-tasks are more abstract, there is a heavy demand on students to reason, plan, analyze, judge, and think in an abstract and sophisticated way.
- Effective use of rubrics, good questioning techniques and the selection of performance based tasks that address the process and thinking in problem solving
- Integration of math within other content areas that will utilize real world math situations to further an interest and appreciation of math as global and worldly
- Continue to hone in on and develop student’s ability to reflect on mathematical processes and problem solving skills.
- Use of exemplars to lift the quality of student thinking around math processes.
- Use of post-its to do “On the go” assessments during the mini-lesson to support students who have not grasped concept of that particular mini-lesson.
- Use of math Coach Books grades 3-5 and Math steps K-2 to fill the gaps and provide additional practice

- Encourage students to continually talk with their math partner and/or teachers to show, explain, and support their math thinking and strategy usage.
- Daily classroom utilization of Smart Boards to support tactile lessons during whole class, small group, and 1:1 instruction.
- Careful monitoring of IEPs to ensure that students are receiving appropriate testing accommodations for ITAs, Predictives, and standardized Tests.
- Careful implementation of IEP test accommodations for classroom assessment that also provides practice for State Tests, etc
- Teachers are encouraged to use active research to target those students who need additional or revised testing accommodations.
- Use of math progression assessments to inform instruction and formulate math word problems in grades K-2 as action research to target children earlier on who are exhibiting weaknesses in various math strands.
- Use of daily reflection to solidify new math learning and to connect to real world application.
- Use of charts to demonstrate a variety of exemplary student responses.
- Analysis of data at the end of each unit in order to regroup according to student's needs.
- Use of pacing calendar to plan for adequate time frame for each unit.
- Use of RTI model to plan for and provide whole, small group, and 1:1 based upon varying student needs.
- Parents as Learning Partners workshop offered during the school year with a focus on Math designed to bridge EDM school instruction with EDM Home-links.
- Hands On informative and interactive Parents As Learning Partners Sessions focused on Math curriculum and how children are learning.
- One additional period of math per week with a focus on Open ended questions, problem solving and showing and explaining methods, strategies, and the process used.
- Saturday Test Prep Academy
- The use of Math Benchmark Assessments to identify students' math skills and concepts requiring reinforcements and additional instruction.
- Ramping up our math questioning and investigations to reflect the rigor and demand of PARCC, Danielson's Competency 3B, and the CCSS.
- Analyzing and utilizing Math Benchmark and Math Baseline question design to redesign and revise our own math questioning.
- Indoor recess math drills/practice
- Use of Engage NY: annotated Math state test Questions with an emphasis on distractors and how to identify them.
- Teaching children strategies for unpacking and breaking down test questions.
-

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

1. Classroom teachers target students for small group instruction daily.
2. 1 thirds grade teacher and para professional
3. One teacher grades 3-5 each for Saturday academy.
4. All teachers apply during Math and double blocks of math.
5. Go Math staff Developer.
6. All teachers including AIS, SETTS, ESL teachers.
7. Classroom teachers, AIS, SETSS, staff developer
8. All teachers and staff developer and administration
9. All teachers, administration and parents

All teachers including AIS, SETTS, ESL, staff developer, and administration work collaboratively to promote all math strategies to promote student gains in progress and proficiency.

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

1. The following resources will be used to track and monitor students' mastery of skills and performance for all strategies:
Math Predictives
 - Math Benchmarks
 - Math progressions data
 - Math Monitoring for Results
 - Go Math Unit Tests
 - Math Performance tasks
 - 2014State Math test
 - RTI Teacher logs on student observations and performance

- Student Math notebooks and portfolios

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

- 1) Sept 2013-June 2014
- 2) Sept 2013-June 2014
- 3) October 9, 2013-January 2014-2 hours a day after school from 2:45-4:45 Thursdays and Fridays.
- 4) 15 weeks beginning October 5, 2013 thru March 2014 Saturdays for 3 hours from 8:00 to 12:00 pm
- 5) Sept 2013-June 2014
- 6) On-going Go Math Professional Development with a Go Math in-house staff developer to lift rigor of teacher pedagogy. 5 sessions
- 7) Math: Working on foundation skills and deepening our work with problem solving skills. September 2013-June 2014
- 8) Development of rigorous math tasks aligned to Math CCSS. Ongoing September 2013-June 2014
- 9) First year implementing Go Math.- September 2013-June 2014
- 10) Parents as Learning Partners Math focus days- One period two a year

1.

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

Programmatic Details:

1. The schedules of teachers in grades 2-5 have been revised to reflect two double blocks of math by providing them with an additional period of math.
2. Substitutes are hired on Go Math Professional development days.
3. In order to provide teachers with ample time for planning as a grade each grade has been scheduled at least 4 common preps
4. Inquiry Wednesdays (2:35-3:25) are used by teachers to analyze student work samples and data and plan for intervention and small groups with modifications as needed. All Inquiry work is aligned to the Danielson framework for teaching and Learning and specific focuses are determined by administration.
5. ATRs are also used sparingly to provide teachers with additional preps to work on data and planning.
6. Instructional team meetings are held once a month at 7:30 am to discuss instructional issues
7. Pupil Progress team meetings are held once a month to discuss red flag concerns and progress in response to intervention
8. All related service personnel push in to provide mandated support along-side the learning taking place in the classrooms
9. All Faculty conferences are also aligned to the Danielson framework for teaching and learning and to our CEP goals.
10. All related service personnel provide push in support during the literacy and math blocks and if they need to pull students, it can only be during science or social studies, not the major content areas.
11. IEP Teacher provides the mandated SETSS services to students in Math and supporting classroom teachers she is mentoring. We have scheduled an extra Administrative period to provide her with necessary planning time and time needed to perform other IEP and School Assessment Team duties and have not scheduled her for any lunch duty.
12. Our Librarian has been scheduled to push into classrooms in grades 3-5 to support literacy with a focus on social studies in literacy and articulates with classroom teachers to plan aligning her lessons to current units of study.
13. ESL Teacher pushes in in grades 3-5 to support ELLS in the classroom and articulates with classroom teachers to differentiate her work with her subgroup.

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).

- Grades K-2 informative Parent Math Workshops to support our Math initiatives to show that there is instructional coherence building wide, that learning is scaffolded across the grades and throughout the disciplines, and that the early years set the foundation for future learning.

- With the assistance of the parent coordinator and the school assessment team, an outreach for parent support will become part and parcel of our instructional program. It is imperative that parents recognize that they are stakeholders in the education of their children and that their involvement is critical to the development of the whole child.
- Through collaboration between our SBST Team, administration, and classroom teachers we will gather in round table forums with families to make parents fully aware of what IEP recommendations are and how their support at home will aid us in assisting the children to develop the skills that will prepare them to move into less restrictive environments and become productive members of our society.
- Series of hands on informative Parent Workshops to support our math initiatives grades 3-5, and rigorous Common Core Standards aligned to how children are learning.
- Focused Parent's as learning Partner Sessions Monthly.
- Our Parent Coordinator is a great asset to our learning community and liaison between the school and home. She is fluent in Spanish accommodating and translating for our Spanish families during workshops, PTA meetings, round table discussions, etc.
- Parent coordinator facilitates parents requiring assistance logging into ARIS and Acuity for student data.
- Grade Curriculum newsletters are sent home monthly to inform parents of upcoming units, activities and learning their child will be engaged in and expectations.
- All homework is aligned to core standards and the rigorous work children are engaged in. In grades K-5 teachers plan and create homework assignments so there is a common thread across the grades. In grades K-2 these assignments are typed and are sent home with each child at the beginning of the week.
- Parents are invited to curriculum orientations in September to provide parents with a clear sense of the curriculum and the learning that will be taking place with their child, as well as expectations and responsibilities of children and school policy.
- Mid-year teacher strategy workshops for parents.
- Progress reports are sent home to inform parents of academic concerns and parents are invited to meet with the teacher to discuss concerns, look at student work/data, and create a plan of action.
- SBST Team collaborates and articulates with administration, related service teachers, classroom teachers, and families and facilitates round table meetings with families when necessary.
- All information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents at PTA meetings.
- Parent workshops on Common Core State Standards, Chancellor's Initiatives, instructional approaches, school initiatives, methodologies, data, practical ways to support students at home, etc.
- Lead teachers attend a series of Math Metamorphosis workshops aligned to researched based best practices aligned to math CCSS and turnkey to their grade.
- Administration/teachers attend district workshop aligned to the demands of the Chancellor's Initiatives, CCSS, and preparation for state tests.

- Parents will be invited to attend celebrations aligned to instructional initiatives.
- Math goals and strategies for supporting students at home are shared with parents as well as the use of manipulatives to make learning more concrete.
- All students in grades 3-5 are invited to attend Saturday test prep academy. Letters and instant phone messaging communicate to families.
- One on one Academic Parent Meetings for level 1 and 2 students.
- Parent newsletters by grade with math strategies to support students at home.
- Go Math Parent links
- Parents as Learning Partners Math focus days
- One on One academic sessions with parents for level 1 and 2 students.

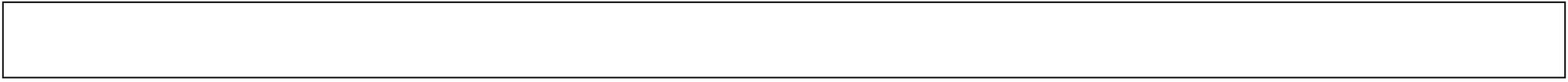
Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	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.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title IIA) and New York State School Support Supplement.
- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I School-wide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I School-wide Projects.
- Saturday Academy – supported by Title I School-wide Projects.
- Professional Development (Teacher’s College) – supported by Staten Island Foundation Grant and Title I School-wide Projects.
- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I School-wide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I School-wide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.



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.
None

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.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
1.
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
6.
<ul style="list-style-type: none"> • 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
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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Students are immersed in academic and social language through out the school day. For example; children are grouped heterogeneously and all types of visuals, artifacts, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance students' background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.</p> <p>IEP students: Multiple entry points for learners considering Gardener's Multiple Intelligences (tactile learner, auditory, kinesthetic, etc) and IEP goals and modifications are integrated in planning and designing small group instruction in all classroom settings. Strong articulation among staff members contributes to developing a repertoire of best practices/strategies and methodologies for all students and facilitates round table student progress</p>	<p>Small Group Instruction: Daily small group instruction in all classroom settings K-5 is data driven and differentiated based on, teacher informal observations, on the go assessments, and hard and soft data. This instruction is the driving force behind setting measurable student goals, and monitoring individual student progress/performance in a timely fashion to move children along the learning continuum. As a school we practice the Principals of Learning with a strong emphasis on Academic Rigor in a Thinking Curriculum and have integrated Danielson's Framework for Teaching and Learning/Domain 3 Instruction, with an emphasis on competency 3B: questioning.</p> <p>All related support teachers provide support services within the classroom setting along-side the teaching and learning that is taking place and modify instruction according to IEP specifications by integrating specific related service strategies into the teaching and learning. In this way, IEP students are an integral part of the classroom learning community and strong articulation among related service personnel and classroom teachers is ongoing.</p>	<p>Both during the school day and after school.</p> <p>Throughout the day during reading and writing blocks.</p>

conversations with families. All modifications for IEP students are integrated into the class setting to prepare for test taking. This is inclusive of our extended day program.

ELLs: English Language Learners, both current and former, are targeted and monitored for support and children who are not designated ELLS or former ELLs, and are known to speak another language who are still acquiring the academic language, are also targeted within their classrooms.

While learning reading, writing, listening, speaking and thinking skills in order to attain English language proficiency, our ELL students are immersed in the Balanced Literacy approach of learning where they are actively involved in a learning process, working in cooperative learning groups, and engaged in differentiated instruction that addresses the individual needs of each student. Instruction is aligned with academic content area curriculum and is standard based. In the ESL program students are immersed in Mondo Oral Language activities daily. It builds upon student strengths and interests and supports what's being taught in the classroom. Strong articulation contributes to developing a repertoire of best practices/strategies and methodologies for all students and facilitates round table student progress conversations with families.

All modifications for current ELL's and former ELL's are integrated into the

Students in grades K-1 receiving SETTS are pulled in small groups as per their mandates.

Grade 1 ELLs (our largest number) are pulled in the afternoon for ESL as per their mandates and are supported with Reading Recovery. This is in addition to engaging and being immersed in the balanced literacy 90 minute reading block within their classrooms daily.

In grades 3-5 our ESL teacher follows a push-in model to support the intermediate and advanced ELLs in their classroom setting, modifying instruction along-side the teaching and learning taking place. In this way ELL students are an integral part of the classroom learning community and strong articulation among the ESL teacher and classroom teachers is ongoing.

Push in grades 2-5 in the morning and pull out K-1 in the afternoon.

class setting to prepare for test taking, students receive time and a half, separate locations, and are allowed to use dictionaries and glossaries. This is inclusive of our extended day program.

We have an after school Title III program that meets 1 time a week with a strong emphasis in oral language development, and language development through dance.

Targeted Top 1/3:

As demonstrated in the State ELA Data, an area of concern is the urgency to address the reading needs of our top performing students. The data demonstrates that while our ELL and Special Needs students have been sustained and have steadily made gains, our top performing students have shown little or no progress. Thus, we continue to implement structures to support them such as the integration of close reading and higher order questioning prompting analytical deeper thinking. We continue to monitor and support our lowest and middle performing students as well. Students were grouped by ability in order to foster high level thinking, writing, talking, and reading. Teachers also engage in monthly Professional Development sessions with Teachers College Staff Developers to lift the rigor and quality of their work. This year the focus is targeted small group differentiated instruction which is aligned to our school wide initiative.

Our book clubs promote and foster high order reading, talking and writing skills.

Small group differentiated instruction will take place daily in classrooms. Students will be challenged with more complex texts and will engage in close reading to analyze and break apart text to gain deeper understanding. Depth of Knowledge will be used to develop higher level thinking skills, questions to analyze in text through discussion and in writing, and content specific vocabulary skills will be developed. Students will read and write across a variety of genres utilizing a variety of text structures.

Daily for a double reading block and writing period as well as integrated into content area studies.

Bloom's Taxonomy/Depth of Knowledge/Domain 3 competency 3B is embedded in all work we do. This is not to say that by any means we are not continuing to target our ELL and IEP Students, the structures in place that have proven to grow these students continue to be refined.

Classroom Response To Intervention

and Differentiation: This instruction will be monitored closely and periodically for progress and attainment of goals. Oral language is one of the largest reasons why children are unable to comprehend what they are reading and why children exhibit difficulty expressing themselves in writing. We administer the oral reading assessment in the early grades K and 1 and all grades have been provided with an oral language kit. These kits contain a flip chart of visuals (Photos) that are used as stimuli for oral reading sessions, text cards, and guide books with the oral language assessment, and a non-fiction guided reading kit. We provide a variety of opportunities for students to develop their oral language such as turn and talk, book clubs and modeling language. The use of visuals and books that are thought provoking stimulate and encourage students to talk about them, and express their thoughts and opinions supporting their thoughts with proof/evidence of such. The integration of words their way and strategies for unpacking juicy language and the demonstration and use of language/thought prompts assist students as they learn to frame and express and elaborate on their thinking

Students will be addressed in small groups and one on one 5 days a week within every classroom setting. Through response to intervention (tiers 1 and 2) and observations of hard and soft data, teachers will target students for 1 to 1 and small group differentiated instruction that will be aligned to individual student goals and the Core Standards.

Daily through-out the day as needed.

and writing.

We have found that strong articulation between classroom teachers, related service teachers, and cluster teachers highly effective when targeting and monitoring student progress and this articulation contributes to round table student progress conversations with families, as patterns in performance typically present themselves in a variety of instructional settings.

Saturday Test Prep Academy:

Our traditional and very successful Saturday Test-Prep Academy focuses on the development of test-taking strategies, reading stamina, math process, and vocabulary related to the content area and is aligned to the CCSS in Literacy and Math. This is a program that has proven successful in promoting student achievement. The purpose of this Academy is to expose the students to the kind of reading and math work they will encounter on the state ELA and Math exams. It will expose them to the types of questions that will be asked, the process of elimination, problem solving and reasoning strategies, and how to best respond to questions in writing. It will also help them continue to develop the stamina they will need on both exams. Based on State Test Results and by popular parental demand, we continue to sustain our Test Prep Academy. Additionally, all Ells are invited to attend our 21 session Saturday Academy.

Small group instruction. All students in grades 3, 4, and 5 are invited to attend on a first come first serve basis with a cut-off of 20 in a group. Sometimes when the demand is greater, two teachers will split a grade.

Saturday Mornings from 9:00am - 12:00pm for 12 weeks.

UAU After School activities:

We have a self-sustaining/partnership with UAU afterschool program. Children are engaged in homework help, independent reading, and through our partnership with New Dorp High School, children are provided with mentoring and tutoring services. In addition to homework, the children play sports, and participate in our Hip Hop and theater program (Casa Grant) through the Staten Island Museum.

Explode The Code Phonics grade one intervention for grade one students during that need to learn how to decode. Students identified by classroom teachers will receive this support within the classroom setting.

Wilson: Grade 4 -Targeted for students who need additional support in word attack skills. Two of our teachers are trained in Wilson.

Early Morning Program for kindergarten, first, and second graders who need intervention. This program provides students with shared and interactive reading experiences and early reading strategies as well as guided reading and word work.

Limited to 150 students Grades 1-5

One on one as needed

Small class size grades K-2

Daily after school from 2:35-6:00

Every Tuesday and Wednesday for 1 hour before school begins.

	<p>Teachers in grades 3-5 have added an additional period of math three times a week to create a solid math block.</p> <p><u>I-Ready will be used by classroom teachers grades 2-5. This is a diagnostic support program for math that is computer based, individualized, and data driven.</u></p>	<p>Small group</p>	<p>Integrated into math block 3 times a week for lowest 1/3 and into Saturday Academy.</p>
<p>Science</p>	<p>Science is taught for a double block of time (90 min.) in every grade (FOSS Kits) with an additional period in the science lab for hands-on investigation, inquiry, and research Grades K-2. Grades 3-5 have two periods of science in the lab and a double block of science in the classroom once a week. The students have been immersed in the scientific method and concepts that will enable them to continue to move forward in this content area and meet the standard. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet Core standards.</p>		
<p>Social Studies</p>	<p>Grades K-5 will each teach between 2 -3 periods of Social Studies a week. There will be units of study integrated during literacy, such as Immigration and the Revolutionary War. However the bulk of the S.S.'s units will be addressed during the periods dedicated to the teaching of Social Studies. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet</p>	<p>All SETTTS grade one students are pulled daily for data driven strategic guided reading.</p>	<p>All SETTTS grade one students are pulled daily for data driven strategic guided reading.</p>

	<p>Core standards.</p> <p>Our Librarian and art teacher will articulate with classroom teachers and plan and align literacy and art studies and projects to units of study in S.S. that children are currently studying.</p>		<p>One period as per their coverage schedule.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counseling: Students are recommended for counseling by the parents and teachers. Ms. Stacey Kaplan uses a variety of anger management and conflict resolution strategies to work with children who exhibit social/emotional problems. She also articulates with parents and teachers on a regular basis.</p> <p>School Psychologist: The school psychologist assesses and evaluates all students recommended for less or more restrictive environments and or children at-risk. Our special education population is quite large for a small school. Her time is spent on evaluations, conferences and SAT meetings.</p> <p>Social Worker: The social worker works very closely with the SAT. She services children recommended by parents and teachers and articulates with parents and teachers on an ongoing basis. She also sits in on IEP annuals and conferences. Our school social worker is at the helm of our work with Staten Island Mental Health and all counseling efforts extended to students, parents, and school community.</p> <p>At-risk Health Services: Our school nurse monitors students with peanut allergies and asthma who have epi-pens, or asthma pumps and require treatments during the school day. She also assists in the regulation and monitoring of student glucose levels that are diabetic and require insulin shots. She assures that students are in tune to symptoms of an attack or know when</p>	<p>Most at-risk students receiving services are seen in a small group setting. Small group or one on one as per mandates and IEP.</p> <p>Students with 504s receiving health services are seen one on one by the school nurse as needed.</p>	

	something doesn't feel right and communicates with families of these students in regard to their physical well-being.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

- We have developed an HR committee to interview and observe new prospective teaching candidates as they teach a model lesson in a classroom prior to hiring.
- In House Staff teachers College staff developers provide ongoing PD to all teachers 3-5 and K-2 in reading and writing units of study, analyzing student data and work samples, planning, demonstrating in lab sites, curriculum mapping, etc.
- All teachers are sent to Teachers College for Professional development and have a voice in workshops that meet their needs.
- New Teacher Mentors
- We have built capacity with our staff and share best practices across grades and disciplines. Staff turn-keys information and provides professional development and parent workshops in areas of expertise.
- In-house Go Math staff developer to support our work with this new program.
- EChalk Professional development.
- Danielson morning meetings once a month to unpack the competencies and Danielson rubric for deeper understanding
- Grade Inquiry sessions are all aligned to Danielson
- 99% of our staff has Masters Degrees.
- Every Monday is devoted to Professional Development after school. This year based on our observations, teacher need and interest we are working diligently to provide teachers with differentiated PD.

Para Professionals-We have taken a vested interest in the professional growth of these staff members. We want them to be as skilled as they possibly can be so that they can instructionally support the classroom practice. They have participated in the following training:

- Behavior management techniques
- Rick Lavoy-FAT City Workshop-Looking through the lens of a disabled child
- Small Group Guided Reading Instruction
- Full study of developmental disorders
- Reading and understanding their part in IEP goals
- SESIS
- RTI
- Since our paras work directly with children all have been trained and certified in CPR and the use of the Difivalator for Code blue Emergencies.
- Many have trained to use the EPI Pen in case of a medical emergency.
- Great Leaps Training
- Make and take practical activities to enhance Great Leaps.
- Professional Book study: One Child at a Time.

As outlined, as a community of practice, we are committed to continuing to grow ourselves professionally. (Capacity Framework: 5B Supportive environment, 5c: Collaborative Teachers, 5D: Effective school Leadership. Our goal is and always has been to provide our children with a quality education that will prepare them to face the challenges they will encounter as

they move along the teaching and learning continuum. Paraprofessionals will continue to receive professional development to deepen their understanding and methodologies used when working with and supporting children with special needs.

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).

Staff Professional Development: *As outlined, as a community of practice we are committed to continuing to grow ourselves professionally.* (Capacity Framework: 5A: 5B Supportive environment, 5c: Collaborative Teachers, 5D: Effective school Leadership)

All professional development and faculty conferences are aligned to the CCSS and the Danielson Framework for Teaching and learning.

- Teachers watch and analyze Common Core aligned videos on Engage NY and reflect on the Danielson competencies and their practice.
- Administration provides on going feedback to staff and enters observations and artifacts into Advance.
- Training on pacing calendar: coverage of Content Standards for NY State Math Tests Grades 3-5
- Items skills analysis for differentiating instruction.
- PD on Language Progressions for Ells. (Mildred Cordova from the Network)
- Inquiry sessions to look at hard and soft math data and analyze item skills analysis to plan for individual and small group instruction.
- Grade level meetings used for looking at student work, discussing student progress and creating next steps.
- Expand teacher knowledge of math content through exploration based activities
- Continue to work on using assessments to create flexible grouping that best meets the needs of students
- Continue to work on the use of cooperative learning groups during the workshop model
- Looking at student work /Benchmark, Baseline, Predictive/data to inform and drive instruction
- Understanding the use of Math Rubrics and Process of student responses
- Academic Rigor in a Thinking Curriculum
- Strategies that integrate literature into the math curriculum
- Use of technology and SMART BOARDS to enhance lesson planning
- Weekly Inquiry Team meetings continually revisit data in order to diagnose areas of weakness across a grade.
- Teachers will attend and continue to provide RTI professional development and strategy turnkey workshops to the rest of the staff to build capacity.
- Building capacity and supporting teachers by providing Professional Development with the support of our local NIS (Math Networking Instructional Support Person).
- Lead teachers attend a series of Math Metamorphosis workshops aligned to researched based best practices aligned to math CCSS and turnkey to their grade
- Go Math alignment to CCSS workshop. Teachers use Go Math strategies to revise math curriculum maps with an emphasis on the major math focus of their grade.
- Teachers will integrate daily word problem activities that are aligned to the expectation of the CCSS and foster independent higher order thinking skills and the use of a variety of math strategies with multiple entry points.
- Word problems will focus on the use of multiple math strands/skills to problem solve with a strong focus on process and constructed responses to problem solving.
- Teachers will compile their word problems to create a Math Word Problem Resource Binder as a reference for all staff who may need access to a variety of word problems on different levels.
- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- Administration and analyzing the ELA and Math Performance Tasks to drive instruction and RTI.
- Multiple entry points for diverse learners emphasizing Gardener's Multiple Intelligences and a variety of strategies is considered and integrated into performance tasks.

- Related service personnel will turn-key and articulate with classroom teachers specific strategies in their area of expertise so that teachers can continue to use them with diverse learners.
- Integration of technology into performance tasks and teachers share of best practices integrating technology: laptops, smart boards, multi-media websites, etc.
- Teachers will work together as a grade. Performance tasks will be aligned to Common Core Standards and a content area units and emphasize informational text, writing, higher order thinking skills and high level inquiry work that is project based.
- Teacher planning sessions and inquiry sessions to ensure math performance tasks will be rich in math content vocabulary and emphasize higher order thinking skills to problem solve real world situations. Students will reflect on and explain their thought processes and show their work in both writing and orally.
- Our ESL teacher has shared strategies and methods for Juicy sophisticated language and common core language will be used to lift the rigor of performance tasks.
- Teachers will collaborate to research and use variety of resources to design and create performance tasks: Common core standards, performance bundles, Math resources provided by district math liaison, Units of study in reading/writing, social studies curriculum, Non-fiction tool kit, websites,
- Teachers will collaborate to create uniform rubrics on a grade to measure student performance on the ELA and Math Performance tasks.
- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.
- We will continue to build capacity and utilize related service teachers to turn-key specific strategies and techniques used in their area of expertise to support students in their classroom settings.
- Continue articulation and sharing of best practices to set new goals and continue to grow ourselves and refine our practice.
- We are consistently going into search engines for informational materials that we can use to enhance our curriculum and broaden the lives of our children. Much of the work we will be doing with our District Literacy Liaison will be around text complexity and the use of unpacking strategies to continue to introduce complex text to our students.
- Curriculum Mapping-Across the grades there is a common planning thread that is visible and evident throughout the building. We have used the Understanding by Design model to compose our maps. There is instructional coherence. Both children and staff and parents as well) have a common language that has grown over the years.
- Bloom's Taxonomy/Depth of Knowledge continues to be embedded into instructional language, continuing to meet the needs of the variety of learners in the classroom. Tasks are created to scaffold higher order thinking from "remembering (level 1) to creating (level 6).
- We have on-going differentiated professional development that is aligned to specific grades and teacher needs. We have worked closely with Teacher's College Reading and Writing Project for the past 6 years, currently we continue our work with TC, but we also have the District Deputy Director of Instruction working with Grades 3-5 to lift the level of reading work.

- Through our work with TC we have refined our assessment lens to specifically target student needs in reading and writing and gear strategies that are specifically aligned to their needs that consistently keep children intellectually engaged.
- The school has taken huge strides in the use of technology to enhance classroom practice and engagement. There are Smart Boards in every classroom and they are infused within instruction. This tool is used as one of the many methods of presentation and differentiation. Moreover, technology is used as a teacher resource tool for communication, access and organization of data, in addition to peer to peer professional development.
- Language Progression Professional development will be provided to all staff by Mildred Cordova (ESL Specialist) from our Network. Knowledge about Language progressions and how ELLs learn best will be integrated by staff into curriculum maps as Ells are targeted this year and it is a best practice.
- Vertical conversations and planning sessions to grow pedagogy and share best practices.
- We have built capacity whereby teachers support one another, design workshops to share best practices, and have developed model classrooms for others to visit and observe during inter-visitations.

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.).

P.S. 38 has a strong collaboration with our local council and community CBO's. Our Councilman has contributed to all the structural upgrades in our building. We now have an all-purpose room that was renovated (serves as a gym, cafeteria and assembly hall). As a result of this upgrade we now have 2 lunch periods. Once upon a time we had 3 lunch periods with 6 rotations. Because of their generosity we have a multi-media library, SMART BOARDS in every classroom, travelling laptops and this year, a brand new sound system has been installed in our all-purpose room. They have also granted us with the funds to install cameras throughout our hallways. These funds have also afforded us a brand new computer lab. We have a separate outside TCU unit that houses our SBST Team and Related service personnel, both which work with students and meet with parents. Although a school aid is posted at Exit 5 to monitor traffic to and from the TCU and to assure that no outsiders enter our building through this exit, we are short staffed and cameras are a necessary safety feature. Moreover, it is because of the Staten Island Foundation that we have been able to build capacity within our school community. We have been the recipients of a \$20,000 grant for the past 4 years that is used to defray the cost of Teacher's College Professional Development.

- Reduced Early Grade Class Size – supported by Federal Early Grade Class Size Reduction Funds (Title IIa) and New York State School Support Supplement.
- Full Day Pre K – supported by Universal Pre K, Title I Pre K and Tax Levy Pre K funding.
- Reduced Upper Elementary Class Size – supported by Title I Schoolwide Projects.
- Reading Recovery Program – supported by Fair Student Funding.
- AM Tutoring – supported by Title I Schoolwide Projects.
- Saturday Academy – supported by Title I Schoolwide Projects.
- Professional Development (Teacher's College) – supported by Staten Island Foundation Grant and Title I Schoolwide

Projects.

- After school Enrichment for ELL students – supported by Federal Title III funding.
- Enriched instructional materials – supported by Tax Levy Fair Student Funding, Title I Schoolwide Projects, NYSTL funding.
- Enriched cultural experiences (Theater Trip) - supported by Title I Schoolwide Projects.
- Implementation of Citywide Instructional Expectations (CIE) /Data Driven Instruction - supported by ARRA – Race to the Top Funding
- Program Planning 12 hours per teacher per session – PD - supported by Tax Levy Fair Student Funding.

To ensure continuity of good practice and pedagogical growth in the areas of reading and writing, we have partnered with the Staten Island Foundation. Through their generosity, I have been able to blend highly qualified monies with the \$20,000 grant I get from the Staten Island Foundation to fund TC Professional Development.

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.).

- We have Pre-kindergarten orientation days where the parents come in with their children by appointment for small blocks of time so that the children can meet the teacher, see their school and classroom, and begin to get acclimated.
- In the summer before students attend we send home an inviting and informational welcome package to families providing them with strategies to support their child’s transition to Pre-kindergarten.
- Parents are invited to a series of parent workshops
- Family social worker works with classroom teacher to support students and families.
- All families are invited in once a month to engage in Parents as Learning Partner days.
- Social worker works to inform parents on early intervention services as needed.
- Parents are invited to attend all celebrations, workshops, parent teacher conferences, etc.
- This year we hope to have a couple of hands on mommy and me sessions: Puppetry, creative movement, and music and rhythm.
- Teachers have adopted the work sampling system and provide feedback to parents as well as share student portfolios with them.
- At the beginning of the school year we invite pre-K parents to a kindergarten orientation providing them with a snapshot of the school day, materials, and expectations. Moreover we discuss their role in supporting their child.

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.

- We have a MOSL Team comprised of administration and staff. Several members attended summer professional development in MOSL local and state measures and turn-keyed this information to staff.
- Staff was invited to attend other Danielson and MOSL meetings offered by the region and UFT.
- All staff participates in professional development in Danielson (6 or more hours per month). They have also participated in MOSL training and watched an Engage NY video on Teacher Evaluation process and how testing data is used for MOSL to determine State measures of student growth.
- All staff contributed to our MOSL local and State measures selection process. They chose State Tests as a State measure for all grades and TCRWP as a local measure.
- All staff is invited to attend and share their thinking and concerns at morning Instructional Team Meetings where all academic and data related decisions are discussed.
- As a SWP school, all decisions are brought to vote by the UFT Representative.
- We also have a professional development committee which discusses and gathers ideas around PD teachers want/need, are interested in, and would like to present.

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.

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 1st 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 Parental Involvement Policy

Public School 38 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

General Expectations: Public School 38 agrees to implement the following statutory requirements:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- To conduct an annual meeting of Title I parents as well as monthly updates, to inform them of the Title I program and the expectation that they will be involved.
- To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
- To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
- To provide parents with timely information on programs.
- To provide performance profiles and individual student assessment results for each child and other school district information.
- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and again in the spring. Additionally, parents are encouraged to observe classrooms at any time they wish and if a situation arises that demands immediate attention, round table conversations are arranged.
- Progress reports are provided for parents of students who are monitored on an ongoing basis.
- Parents are assured that they may participate in appropriate development activities, workshops in reading, writing, math, science and social studies, assessments, and Core Standards, as well as other school related topics.
- To provide parents of students in need of additional support with related services, Academic Intervention Services, SETSS, Reading Recovery, and Enrichment programs that meet and or address the needs of their children.

2. Parents will have reasonable access to staff and data in the following ways:

- Progress Reports
- Report Cards
- Informational Memos
- Parent / Teacher Conferences/Open houses
- Round Table Conversations
- Preps used for parent / teacher conference
- Classroom observation
- Classroom Celebrations
- Kindergarten and First Grade Orientation and Open House
- Grade Curriculum Meetings held in September
- Instructional, interactive Monthly Parents as Learning Partner Sessions
- Phone conferencing
- Parent Workshops
- Parent Coordinator
- PTA
- School Leadership Team Meetings
- One on one academic meetings with teachers for level 1 and 2 students.
- School Assessment Team round table meetings

3. Parents will be provided with the opportunity to volunteer and participate in their child's school wide activities in the following ways:

- Visit school during open school week and curriculum conferences
- Classroom orientations
- Cromwell Café
- Read Across America Day
- Reading Volunteers
- Plant sale
- Muffins with Dad

- Pre-K mommy and Me days.
- Teachers College parent workshop days
- Parents as Learning Partners Monthly Sessions
- Title I Parent Committee and Title I Trips
- Monthly PTA and Executive Board Meetings
- Evening with an author and Teddy Bear Night (Literacy based)
- Picture Days
- Fund Raising
- Title III/Project S.M.A.R.T.S. Enrichment Program Culminating Celebrations
- Classroom Celebrations
- Community Art Day
- Learning Leaders
- Class Trips
- Pumpkin Patch
- Student of the Month
- Holiday Fair
- Book Fair
- Annual Kickball game
- Unified Games
- School Spirit Day
- Box Tops for Education
- Penny Harvest
- March of Dimes
- Calling All Poets
- The Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
- Talent Show
- Title I Breakfast/ Luncheon
- Parent Art Workshops
- Monthly Grade Assemblies
- End of Year Award Assemblies
- Stepping Up Ceremonies
- Marathon through St. Jude's Children's Hospital
- Penny Harvest
- SLT Learning Walks
- Parent Surveys/ Exit slips

Description of How School Will Implement Required Parental Involvement Policy Components:

- E. Public School 38 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.):
- The School Leadership Team consists of a minimum of 3/maximum of 5 parents. The Title I Parent Committee consists of a minimum of 3 parents, maximum of 5 parents.
 - The Executive Board consists of a minimum of 3 parents/maximum of 6 parents that reach out to the parent constituency in regard to parental involvement, our plans for the expenditure of Title I parent funds and programs, ELL Program expenditures, concerns, and all activities and events that take place throughout the school year including presidency, treasurer and recording secretary.
- F. Public School 38 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- Parents will be included in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; moreover the following forums will be used for sharing of information:
 - At the first PTA meeting of the year all data from previous school year / implications for improvement are shared with parent constituency
 - The School Leadership Team conducts learning walks and information gathered is used to improve the teaching and learning framework.
 - At each monthly PTA meeting, Title I information that is current and related to data or school improvement is disseminated and shared.
 - Parent workshop on the writing process and the components of the process-Units of study in writing and Core Standards.
 - Parent reading workshops: early and upper grade reading strategies and reading assessments and Core standards.
 - Parent workshop on social studies –What is meant by inquiry / project based learning and Core Standards.

- Parent workshop on the scientific method and the workshop model in the teaching of science. What does “hands on”, mean? (Core Standards)
- Parent workshop on Math, the use of manipulatives and a variety of strategies students are learning to problem solve.
- Parent workshops on student goals and strategy support tools to attain goals and support students at home.
- Parent workshops on accessing data and instructional supports from the internet.
- Parent workshop on Standardized Data and its’ implications.
- Various ELL parent workshops
- Title III parent workshops
- IEP/Special Ed. workshops
- Parent workshop on homework and effective homework help.
- Parent workshop on the Go Math program and computer support links provided to support children.
- Parent workshop on the use of manipulatives in problem solving
- Parent workshop on New State Testing expectations, format
- Parent Art workshops aligned to Blue Print for the Arts
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child’s report card.
- Workshops on School-Wide Discipline Code and the Respect For All Policy.
- Parent orientations.

G. Public School 38 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Hold an annual meeting to inform parents of the school’s participation in the Title I Part A programs, and to explain the Title I Part A requirements, and the rights of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I Part A programs.
- Parents will be provided with information in an understandable format including alternative formats and in a language that parents can understand.
- Public School 38 will distribute exit slips/reflection/feedback sheets to parents participating in school-wide functions and activities. These evaluations will include comments, ideas, suggestions and reflections. This information will be utilized as a needs assessment to design and revise more effective parental involvement.
- Public School 38 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

H. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

- *The State’s academic Common Core State Standards*
- Through open communication between parent coordinator and parent constituents.
- Through a series of parent workshops standards per grade will be reviewed in a variety of ways so that parents understand the difference between academic content standards and the State’s Student achievement standards.
- Through a series of parent meetings with PTA and in the classroom with targeted grades parents will be informed about the kinds of assessments and tests that will be administered to students, as well as the expectations of City and State in regard to promotional criteria.
- Parents will learn how to use the internet to access reading and math data. Acuity/ARIS assisted by Parent Coordinator
- Parents will learn how to monitor their children’s progress over time and be informed of proficiency levels their children are expected to attain. Parents will learn how we use items analysis to support student achievement through intervention and enrichment.

- Parents will be provided with materials and strategies to help their students with homework.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy/math training, and using technology, as appropriate, to foster parental involvement.
- I. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal, Assistant Principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Parent / Teacher Conferences
 - Progress reports / Periodic Reports
 - Round Table Discussions with School Assessment Team
 - Annual school events and activities
 - AIS Intervention letters
 - Monthly School Leadership Team Meeting
 - Monthly Executive Board Meeting
 - PTA meetings
 - Monthly Parents as Learning Partners
 - Reading Volunteers
 - Title III Celebrations/Project SMARTS celebrations
 - Leadership Team meetings
 - Tri-annual Attendance update memos
 - Open communication between Parent Coordinator and parents as well staff

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

SCHOOL-PARENT COMPACT

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

II.

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;
- Workshops designed by teachers to support families on Parent engagement Tuesdays
- Round table conversations with parents of students at-risk. (Engagement Tuesdays)
- convening an Annual Title I Parent Meeting prior to December 1st 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; (Discipline Code/Respect for All Policy)
- 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;

III. Parent/Guardian Responsibilities:

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

IV. 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.

School-Parent Compact

The name of our school's representative to the District's Title I Parent Advisory Committee is: Janine Seery

Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home
- Making sure my child is on time and prepared for school
- Monitor attendance (90% or higher)
- Talking with my child about his / her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Parent Readers
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work, responsibility, and respect for all.
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy and our vision of "Respect for All"
- Support school policies
- Express high expectations and offer praise and encouragement or achievement
- Complete parent surveys
- Check child's folder
- Sign and send back all forms in a timely manner

Student Responsibilities

- Come to school ready to learn and be the best they can be (90% or higher attendance rate)
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Think about the choices/actions they make
- Follow school policy and rules/school discipline code and our vision of "Respect for All"
- Follow the school dress code
- Understand and follow the school's "Hands Off" policy
- Do homework every day and ask for help when needed
- Study for tests and assignments
- Read 25 or more books per year
- Read at least 30 minutes every day outside of school
- Read at home with parents
- Get adequate rest every night
- Give to parents all notices sent home
- Believe in oneself

- Use what they have learned together with new learning.
- Always do their best work.
- Be the best person they can be!

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy will be in effect for the period of School year 2014-2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2014.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Community Service Plan:

The following events were created and established at P.S. 38 to give back to the community and facilitated in the moral development of our student body, teaching staff, and parent constituents. Our dedication and commitment to building community and becoming productive and caring citizens is derived from our School Mission Statement:

*Our vision is to be:
the smartest
the best and the brightest
people we can be
through our words and our actions.*

*We commit ourselves to being:
responsible
kind
caring and giving
members of the community.*

*Our school community believes that:
by working and learning together
we will achieve
our goal of becoming
curious, life-long learners.*

Our Community Service Plan for 2013-2014 includes but is not limited to:

- Penny Harvest
- City Harvest Food Drive,
- Community Food Drives
- March of Dimes Walk
- Turkey giveaways for families in crisis
- School-wide Valentines distributed to Staten Island Hospital and Island Shores Senior Residences
- Holiday Caroling at Island Shores Senior Residences
- Community Resource speakers: D.A.R.E. / Bullying Program Precinct 1
- Coin drives for communities experiencing major catastrophes, devastation, etc.
- Apple Corps Safety Assembly

2.

DBN: 31R038

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$137,806.02	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$72,835.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan

Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,932,279.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this

program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R038 School Name: George Cromwell

Cluster: 05The major fin Network: 533

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

Part A: Needs Assessment Findings

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

Parent Survey Language forms are used to determine language dominance of both students and parents. Moreover, when parents come in for formal or informal conferences language dominance is also determined. Every attempt is made to communicate with parents. Spanish, Arabic, Chinese and Russian interpretations are available at the school level. Central Translation services have been used to translate forms and letters in languages other than the languages spoken and available at the school level.

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

The major findings are that parents who speak a language other than English do need interpretation services. The two languages that are of dominance within our ESL population are Spanish and Russian. These findings are communicated to the school community via PTA meetings, SLT meetings, Executive Board meetings, Faculty Conferences and letters and memos sent to all constituencies. Additionally, the School Report card is visited frequently throughout the school year to discuss ethnicity and other data that is pertinent to our English Language Learners.

Part B: Strategies and Activities

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

Most letters and forms are translated in Spanish, Arabic and Russian at the school level. We use Central's translation unit when we have handbooks or have composed special letters or pamphlets for parents, but this is a unit that requires at least 2 weeks notice, so we limit what we request of them. Additionally, if a parent request translation in a language that we do not speak at the school level, we first reach out to our community, if we are unable to provide the service, then we pay to have a translator available. It is important to note, that some translation services provided by Central are not reliable. As a school community we go above and beyond to translate and interpret for our families. We have been fortunate that most translations are done at the school level because we have a staff that is multilingual and supports us with this initiative.

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

Oral interpretation services are provided at the school level in Spanish, Russian, and Arabic. For Chinese, we have a School Leadership Team Member who is always available to translate when the need arises. We do not have many Asian (chinese speaking) children, but the few we have do need translations and we do provide them with the service. My Parent Coordinator and I speak, read and write fluent Spanish and we have staff that speak fluent Arabic, Russian and Spanish, they too support parents with Oral Interpretations. Our parent constituency knows that they can communicate their concerns to us in almost any language and that it will be understood and addressed.

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>.

All letters that go home from Central are downloaded in every language that is dominant in our school. Moreover, parent letters are translated in Spanish and Russian. We seek the support of Central's Translation unit, (though they are not always very responsive, and require too much time to translate), At the school level oral translations and interpretations are available in Russian, Spanish, Arabic and sometimes Chinese. Languages other than those we speak at the school level are translated via our parent constituency and support from District Level. That is very rare. Most families new to the country who register in our school usually come with interpreters to register. Children who test in a language other than languages provided by central get exams translated by Translators hired from Central. (not always reliable). If we are not able to get someone from the translation unit to translate, we reach out to the District for support. Again, we have been fortunate in that we have a multilingual staff and parent constituency who is very supportive of our multilingual community.



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

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

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

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

Part A: School Information	
Name of School: The George Cromwell School	DBN: 31R038
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

There are 40 ESL students who are invited to participate in Title III program at P.S. 38. Our ELL population is in grades K-5. Our ELL population is very diverse, with 10 different languages spoken in their homes (Albanian, Arabic, Chinese, Mandarin/Cantonese, Polish, Russian, Slovak, Spanish, Urdu and Ukranian). The students are serviced in a Free Standing ESL program where the main language of instruction is English. ELL's are serviced in groups by grade level and English language proficiency level as indicated by their NYSITELL and NYSESLAT test scores. In compliance with the mandated time frame, Entering and Emerging ESL students are served 360 minutes per week. Transitional ESL students are served 360 minutes per week and Expanding ESL students are served 180 minutes per week. Our Free Standing ESL model is push in and pull out, single and double blocks of daily instruction, depending on the group the child is in. In some of the settings, the ESL teacher pushes in and co-teaches.

Organizationally, ELL's are not placed in CTT classes, they are heterogeneously grouped. Within the classrooms, the students are grouped for differentiated, small group and one on one instruction. This also maximizes ESL language support within the classroom. The ESL program is offered for the duration of an entire academic year.

After analyzing data from the NYSITELL and the NYSESLAT tests and the Annual Measurable Achievement Objectives (AMAO) Tool Estimator With Early Warning Indicators, it was noted that out of 32 ELL's tested, 28 students made progress in English Language Acquisition at 87.50% and exceeded the targeted 66.4% for this year by 21.10% in AMAO Target #1. In AMAO Target #2, 7 students attained proficiency on the NYSESLAT with 21.88%, exceeding the targeted 14.30% with a difference of 7.58%.

This year, our numbers of newly admitted ELL's has increased. Currently, out of 40 ELL's, our largest subgroup are the ELL's in lower grades K and 1 (26 students) and 14 ELL's are in grades 2-5. Overall, we have 18 Entering, Emerging and Transitional ELL's and 22 Expanding ELL's.

Our goal with all our ELL's is to engulf them in a risk free environment that promotes student learning and social interaction, provide them with rigorous instruction and offer them the tools and resources that promote language acquisition in listening, speaking, reading, writing and thinking. Thus, our goals and objectives are to ensure that students attain English language proficiency while meeting Common Core Learning State Standards.

We enhance their background knowledge and schema by immersing them in multicultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. All academic support and enrichment opportunities we offer to our ELL's is data driven. It is highly

Part B: Direct Instruction Supplemental Program Information

differentiated and based on the needs of the students.

Title III program will begin Wednesday, January 7, 2015 and end on May 13, 2015. Based on the NYSESLAT/ LAB-R and ELA Data, it is noted that our grade 3-5 children need additional support in writing. For example, they need additional skills and strategies to be able to respond to literature, answer open ended questions, use specific writing structures and strategies (Boxes and Bullets, notetaking, paragraphs with several examples and supporting evidence), essay writing format and distinguishing the difference between various essays (literary, persuasive, argumentative).

The children in grades K-5 will be invited to attend an afterschool program, designed specifically for the ELL's that will meet once a week for two hours, every Wednesday from 2:45pm - 4:45pm.

The program design is as follows:

Grades K-2 will be learning scientific concepts through reading and writing that will be integrated in informational texts. They will be engaged in high interest, hands-on, inquiry-based scientific explorations and experiments. The emphasis is on helping children develop oral English language, build higher level of academic content specific vocabulary, learn how to unpack complex text, lift student understanding and engage in critical analysis and evaluation. Students will visit a local store and will culminate the program by having a multicultural celebration together with their families where they will share and celebrate their projects, presentations and writing.

Students in grades 3-5 will engage in reading and writing activities that will help them learn how to accumulate text, respond to text and engage in critical analysis of the story plot. In writing, they will be engaged in learning the 3 essay writing structures, specifically, literary essay, persuasive essay and argumentative essay. Students will be able to raise level of essay writing by working on structure, development and language conventions. The Informational TCRWP Continuum will be used to assess student writing and lift quality of writing. The culmination of the program will consist of a celebration of student work.

As mentioned above, 40 ELL's in grades Kindergarten through 5th grade are invited.

The first day of Title III program will be Wednesday, January 7, 2015 and the last day will be Wednesday, June 17, 2015.

A total of 22 sessions will be offered to our students.

There will be 2 groups, a grade K-2 group and a grade 3-5 group.

The Afterschool program will meet once a week for two hours, every Wednesday from 2:45-4:45pm. This year, the Title III program will be scheduled in such a way that our certified ESL teacher will push into the and Content Area teachers (Science and ELA) and will collaboratively provide direct instruction to each group for one hour. The ELL's will be immersed in interdisciplinary, English Language Arts and content-based instruction that will integrate reading, writing, listening, speaking, thinking embedded in

Part B: Direct Instruction Supplemental Program Information

the multidisciplinary context of reading, writing, social studies, science, with elements of music, poetry and art.

Our ELL population is very diverse as noted on the number of languages spoken. Our Title III program will celebrate diversity and enrich the lives of our ELL's by bringing deep meaning to their cultural heritage, beliefs and values.

This Title III program will be provided by 3 highly trained teachers (Grade 4 Teacher and Science Teacher), who will work collaboratively with the ESL Teacher and co-teach. The teachers will be planning and teaching together, fostering more one-on-one and small group interaction and to ensure that all activities are scaffolded and differentiated to meet the needs of our ELL subgroup.

A variety of instructional materials will be employed in order to teach the English language in context and to support the English language acquisition, including:

- Book bins
- Informational texts
- Non-fiction libraries
- Bilingual dictionaries
- Picture dictionaries
- Graphic organizers
- Audiovisuals
- Realia and manipulatives
- Personal word banks
- Thematic word walls
- Rubrics
- Artifacts
- Science lab
- Science tools and materials

Technology:

- Smart board

Part B: Direct Instruction Supplemental Program Information

- Computer lab and lap tops

- Internet

- Educational web sites

- Video resources

- CD players

- Cameras

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:

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ESL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to complete the 7 1/2 hours of ESL training for General Education teachers and 10 hours for Special education teachers.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLs) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL and the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ESL training on best practices that emphasize differentiated instruction and careful planning to meet the

Part C: Professional Development

needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ESL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our Network ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Professional Development workshops will be offered on Monday PD days 2:45-4:00p.m. They will be conducted by our ESL teacher/Program coordinator, Mrs. Dukhovny, the Network ELL Support Specialist Mildred Cordova, teachers who will be attending and turn keying ESL PD information and the administration. The PD's will be offered to all our staff, inclusive of classroom and support personnel, paraprofessionals and service providers. Tentative dates and titles are as follows:

- *September 8, 2014 - Assessments: New Running Records and Reading Progress continuum
- *September 22 - Behavior Management / RTI /
- *September 29 - Creating a Sensory Smart Classroom Environment / Vertical Conversations driven by data
- *October 6, 2014 - K-2 Guided Reading /Transference / Word Study
- *October 20, 2014 - Introducing the new Blueprint for ELL's Success and the New Language Progressions
- *October 27, 2014 - Planning Writing Tasks for ELL's with Data in Mind
- *November 3-Writing and STARS Planning
- *November 17, 2014-Small Group Work in Writing
- *November 24, 2014-Planning
- *December 22, 2014 - Looking at Data: The AMAO Tool Estimator with Early Warning Indicators
- *January 5, 2015 - ELL Assessments: NYSITELL and NYSESLAT
- *February 2 2014 - Instructional Strategies for ELL's with Special Needs
- *March 16, 23, 2015 - Preparing for the NYSESLAT, Test in Review-All Grade Band / Testing Strategies for the ELA exam
- *April 13, 2015 - Testing Strategies for the Math exam
- *May 11, 18, 2015 -Overview NYSESLAT Rubrics for Scoring
- *June 1, 2015 - A Year in Review

Part D: Parental Engagement Activities

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:

We are proud to say that at P.S. 38, we pay particular attention to all of our parents, and especially the parents of our growing ELL population, as we believe, "it takes a village to raise a child". Our parents know that in our school we promote and practice mutual support, cooperation and collaboration between administration, teachers and parents. All staff members make it a priority to create a safe, welcoming environment and address all the questions and concerns that might arise during the school year. In collaboration with our ESL teacher, meetings and workshops are being held throughout the school year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the school year upon their registration. Also, a series of workshops are offered to the parents so that they can learn more about the ESL program, Title III and other programs offered in our school for ELL students, as well as State standards, assessments and expectations. Parents are invited to attend an Annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in their native language and in English. Parents participate in all parent workshops offered at our school. They are invited to our monthly Parent As Learning Partner Days to observe and engage in a learning experience with their child. These monthly sessions are focused and give our Parents an opportunity to better understand our curriculum, our practices and how standards are integrated in everything we do. Our ESL Teacher, Mrs. Dukhovny and our Parent Coordinator, Mrs. Chow, as well as administration are always available to discuss the activities that are specifically targeted to our ESL Constituency.

Prior to the commencement of the program parents are invited to a TITLE III orientation. At the orientation, they are introduced to the staff that provides services, overview program goals, specific areas to be targeted, why specific areas are targeted, how they will be addressed and how they enhance student learning and achievement. The parents will receive a schedule of when the program begins and ends, and they will also get an overview of materials that will be used. In addition, it must be noted that all our parents are invited to participate in collaborative parent-child activities, including a final assembly and student work celebration that culminates the program.

This year, we will conduct high interest/hands-on interactive Parent-Child workshops designed specifically for the parents and their children to learn and work together with guidance of the Marquis Studios resident and our ESL Teacher. These workshops will enhance our parental outreach and give parents opportunities to learn of more ways they can support their children's English language development. In particular, one of the workshops will be devoted to Book Making. All Parent engagement activities we plan are highly meaningful, comprehensive and aimed to address the needs of

Part D: Parental Engagement Activities

all of our parents and especially the parents of ELL's. We make sure to offer our parents all the materials, resources and tools they need to help their children at home. We also provide interpretation services and provide written materials in parents' home language using the Interpretation and Translation services, the automated calling system and the teachers who speak the languages. In addition, parents are encouraged to become members of the PTA, School Leadership Team, and are invited to participate in Family Nights, Parent as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. Parents are notified at our PTA Meetings, SLT team meetings and via flyers, letters, instant messenger and our school website.

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ESL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to complete the 7 1/2 hours of ESL training for General Education teachers and 10 hours for Special education teachers.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLS) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL and the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ESL training on best practices that emphasize differentiated instruction and careful planning to meet the needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ESL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our Network ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Parent Engagement activities and Professional Development workshops will be offered on Tuesdays, 2:45pm-4:00pm, our Parent days, as well as on Thursdays and other days throughout the school year. Some of the Parent engagement activities will be offered after school and on weekends by the Network professionals and parent outreach organizations affiliated with the DOE. They will be conducted by our ESL teacher/Program coordinator, Mrs. Dukhovny, the Network ELL Support Specialist

Part D: Parental Engagement Activities

Mildred Cordova, teachers who will be attending and turn keying ESL PD information and the administration as well as our Parent Coordinator, Mrs. Chow and her colleagues from central. In addition, we are planning a parent-child activities in collaboration with Marquis studios resident. All parents of ELL's will be invited to participate.

The tentative dates and topics are as follows:

- *September 23, 2014- Parent Orientation for New Admits
- *October 7, 2014 - Early Reading Strategies Workshop for parents of children in Grades K and 1
- *October 16, 2014 - Parents as Learning Partners. Focus - Reading Workshop
- *November 11, 18, 25, 2014 - Parent workshop: ELA and Math State Tests Review in the Light of CCLS's
- *November 13, 2014 - Parents as Learning Partners. Focus - Math
- *December 9, 2014 - Title III Parent Meeting
- *December 16, 2014 - Parent-Child workshop "Book Making"
- *December 23, 2014 - Parents as Learning Partners. Focus - Use of Technology in the Classroom
- *January 22, 2015 - Parents as Learning Partners. Focus - Writing
- *February 26, 2015 - Parentst as Learning Partners. Focus - Science
- *March 19, 2015 - Parents as Learning Partners. Focus - Social Studies
- *March 24, 2014 - NYSESLAT Parent Workshop
- *May 21, 2015 - Parentst as Learning Partners. Focus - OPEN

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<hr style="width: 10%; margin-left: 0;"/>	<hr style="width: 10%; margin-left: 0;"/>

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.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 038
School Name The George Cromwell School		

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

Principal Everlidys Robles	Assistant Principal Nancy Murillo
Coach N/A	Coach N/A
ESL Teacher Emma Dukhovny	Guidance Counselor Stacy Kaplan
Teacher/Subject Area Nancy Kearns	Parent Kim Capizzi
Teacher/Subject Area Helen DiBiase	Parent Coordinator Chow, Mercedes
Related Service Provider Anastasio Judith	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	326	Total number of ELLs	34	ELLs as share of total student population (%)	10.43%
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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 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	28	0	3	6	0	0	0	0	0		34

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	28	0	3	6	0	0	0	0	0	34
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	3	1	0	1	2	0								7
Intermediate(I)	2	1	2	2	1	0								8
Advanced (A)	8	2	5	2	0	2								19
Total	13	4	7	5	3	2	0	34						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P	3	5	2	1	0	1							
READING/ WRITING	B													
	I													
	A													
	P	3	5	2	1	0	1							

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		0		1		0		3
4	1		0		0		0		1
5	1		0		0		0		1
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		1		0		1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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 following Assessment tools are used school wide:
LAB-R

NYSESLAT

MONDO RTI - Oral Language Assessment

TCRWP - Spelling Assessments / Running Records

Predictives / ITA's

TCRWP Genre Based Assessments Grades 2-5

Narrative Writing Continuum

In the beginning of the school year we administered the MONDO Oral Language Assessment and it demonstrated that our ELL students and Students with Disabilities scored below the norm. With this said, we are setting a standard of expectations in regard to language acquisition and development. Specifically, we want our children to be able to speak in complete thoughts and use a rich, more complex vocabulary, inclusive of the content academic vocabulary, to express their thinking, ideas and points of view not only orally but also in writing and across content areas; thus, this year we are setting goals for the children that are inclusive of these needs.

All English Language Learners will be immersed in deep and rigorous academic instruction with a strong emphasis in higher order thinking skills. They will also be immersed in writing across content areas, and in addition to the ESL services, they will receive small group instruction within the context of their classrooms. They will participate in our rich Title III program. It will run once a week for 2 hours. Specifically, ELL's in Kindergarten through 2nd grade will be immersed in high interest, scientific, inquiry-based learning activities, hands-on lessons, experiments and explorations in the context of science, reading and writing. Students in grades 3-5 will acquire the necessary skills of essay writing that will help them learn two essay structures that will be applicable in all writing situations. In addition, our ELL's are invited to attend a wide array of instructional support groups which focus on reading, writing and math. The AIS support service is available for our ELL's to receive assistance in small reading and math groups. Also, targeted children are grouped according to their needs and serviced during the Extended Day program. Our 1st grade ELL's are invited to attend the Early Morning Grade 1 Tutorial which is offered 3 times a week for an hour and provides children with the opportunity to develop their early reading/writing/thinking/conversational skills. They are also invited to participate in the Saturday Test Prep Academy. This program is offered to all students inclusive of ELL's every Saturday for 3 hours and focuses on the reading, writing and math skills they will need to develop to successfully broach the ELA and Math exams. In addition, as an extracurricular activity, a period of soccer is offered to all students who participate. The goal here is to build self-esteem, collaboration, and team work.

Our Data Inquiry Team examines the NYSESLAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children during reading, math, science and social studies, to target strategy driven groups, and to form groups for our extended day programs. If we noted that a child or a group of children are not making gains, we immediately contact the parent of the child and discuss our concerns and collaboratively develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's needs can be met. If the parent refuses, we continue to support the student to the best of our ability. Our data drives instruction. It drives flexible grouping in all content areas. Student's individual needs are addressed and carefully monitored. Small group work is differentiated and a variety of skills and strategies are used to meet the needs of all of our ELL students.

As indicated on the ELA and Math Standardized exams, our ELL students are making steady gains. Even though we had just a few students in testing grades 3 and 5, one of the 3rd graders obtained proficiency on the NYSESLAT and scores a high 2 on both, the ELA and Math tests. The second 3rd grader was exempt from the ELA, however, she achieved a level 3 on a State Math test. The 5th grader obtained proficiency on the NYSESLAT and scored a 2 on the ELA test and a 1 in Math. The 2013 Progress Report demonstrates that we earned extra points in ELA and Math because testing ELL's fell within the 75th growth percentile. This is a testament to our rigorous instructional and ESL program.

It is important to note that though our students are provided with tests in their native language and are allowed to test in their native language, the majority of them choose to test in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R and 2012-2013 NYSESLAT test results indicate that of the 27 children tested, 44% or 12 students attained proficiency, 33% or 9 students obtained an Advanced level, and 15% or 4 students obtained an Intermediate level. The 2 students who tested at the Beginning level on the NYSESLAT are the newcomers who are brand new admits to the NYC public school system and who came in later in the school year. One child was in Kindergarten and the other child was in grade 3. They were immediately assessed, LAB-R'd, placed appropriately according to their language proficiency levels and the parent program selection choices. These students immediately began receiving a rigorous ELL support in English and across the content areas. Even though, the 3rd grader was exempt

from taking the NY State ELA test, she took the NY State Math test and scored a level 3. This demonstrates that the ELL students are steadily making gains and growing linguistically and academically.

As of now, October of 2013, after using the LAB - R to assess all new admits and the NYSESLAT to assess students who previously received ELL support, the following results are noted:

Beginners - 7

Intermediate - 8

Advanced - 19

Total number of ELL's - 34

This data shows that the majority of our ELL population, 56% or 19 students fall into the Advanced category. 15 of these children are in early grades K-2 and 4 students are in testing grades 3-5. In addition, 44% or 15 students is another large combined group comprised of Beginners and Intermediate ELL's. It is important to note that the number of ELL's moving into grades 3-5 is significantly decreased by the end of grade 2 when most of our K-2 ELL's obtain proficiency. Once again, this is a testament to our rigorous curriculum and our rigorous ESL program. The analysis of the LAB-R test results show that the Advanced new admits were able to demonstrate literacy exposure. However, according to the TCRWP they need to learn letters and sounds, need to know both capital and lower case letters and need to develop a word bank of high frequency words. Running Records indicate that they lack early reading strategies, have little or no comprehension nor rich conversational skills. Our children who do speak some English demonstrate a knowledge of a social language that is basic and fundamental to surviving in their community. They also show difficulties answering literal and inferential questions. The students who fall within the Intermediate and Advanced category demonstrate some exposure to books, reading and writing. In addition, their expressive and receptive skills are more developed. Beginners in Grades 3-5 demonstrate that they had prior schooling in their native country, therefore, they possess the skills, content knowledge and background knowledge that facilitates them to participate and learn the language as they work alongside their English speaking counterparts. These children are supported within the context of their classrooms in a push in model. Students are supported in the following ways: instruction is scaffolded and differentiated to meet their needs, the content is presented in a comprehensible yet thought-provoking manner, the texts are being unpacked, and a high quality-high interest authentic literature is used to teach English within the content areas. In addition, complex texts and texts with sophisticated vocabulary are carefully chosen in order to teach the academic language, build vocabulary, increase comprehension, (Tier II and III words, shades of meaning, figurative language and complex ideas). Besides scaffolding, instruction is highly differentiated. Our ELL's benefit from the use of graphic organizers, thematic word walls, note taking techniques, bilingual dictionaries, personal word banks in all content areas, and, when necessary, the ESL teacher assists the children in their own language. We speak Spanish, Russian, Albanian, Slovak, Polish, Arabic and Turkish, and when needed and to our best ability, children are supported in both, English and their native language. Our observations show that when it comes to test taking, majority of our ELL's choose to take the test in English only. This clearly shows that by the time they approach upper grades, they become more English dominant and possess stronger language skills. The classroom teachers employ ESL methodologies in the classroom, children work in small cooperative groups as well as one-on-one during conferencing. This way, students are supported according to their needs.

Our Beginners need to build a strong body of knowledge as they become more proficient in the English language. We continue supporting this group with a push in and a pull out model of instruction and make sure that every child receives the mandated time of 360 minutes for Beginning and Intermediate students, and 180 minutes for Advanced students. We will continue to grow and strengthen their rigorous academic program and will continue to develop their academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. Our focus for grades K-2 will be expressive and receptive language development and in grades 3-5 reading complex text and writing that is structured will be the focus. In addition, instructionally, ELL students will work in small, flexible groups, engage in work that is carefully demonstrated with one-on-one conferencing; differentiated instruction; and the use of ESL materials such as visuals, and artifacts to lift understanding and deepen skills.

The LAB-R we have observed that many of the students are able to answer factual questions, identify letters and have the vocabulary that enables them to point and identify items on a page. We have noticed that the number of students at the beginning level have decreased and the number of Intermediate and Advanced have increased. In fact, the number of Advanced ELL's has increased significantly in the past several years. This is a testament to our rigorous Freestanding ESL Program and our instructional program, which ensure that the needs of all students, inclusive of our ELL students, 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](#))

WE WERE TOLD THAT THESE SECTIONS ARE NOT IN, THEREFORE WE COULD NOT ANSWER THESE QUESTIONS. Paste response to question here:

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?

In our school, the Math Baseline assessments, ELA Predictives, and TCRWP are used to assess our ELL's. The data is carefully analyzed by the Grade Inquiry teams. Patterns and trends are examined carefully and the data is used to target students not meeting the benchmarks. We provide rigorous core academics and focus on academic language development and literacy. A trend we have noted is that our ELL students fluctuate between the basic development of language to the more abstract development of language. The area that challenges them the most is the high level thinking that is connected to academic language. During the 2013 NYSESLAT scoring this past Spring, we noted that our ELL's performed better in the speaking and listening sections but not as well in reading and writing, and for that reason our Title III Program focuses on language development for grades K -2 and information writing in grades 3-5. As our Advanced ELL's are moving towards attaining proficiency, they are still learning the English language and have different needs. For example, they need to increase their academic vocabulary, develop deeper comprehension skills, learn how to think critically, evaluatively and argumentatively, how to make inferences, and refine how they verbally express their thoughts, and write in a way that demonstrates the use of the conventions of the English language. Therefore, the instructional focus for these students is on teaching the strategies and skills that help them grow as readers and writers, as well as listeners, speakers and thinkers.

As mentioned above, the LAB-R and the NYSESLAT test scores are analyzed to assess student performance. The information we generate from the Exam History Report on the ATS is used to identify and group students, plan curriculum and professional development for teachers and all staff members. In addition, we communicate our findings with classroom teachers, and service providers. The parents are viewed as our partners and we make sure to plan and offer our parent constituencies many meaningful, comprehensive, hands-on workshops and learning sessions throughout the year. All communication and materials are presented in parents' native language.

This year we have selected assessments that are connected to the CCLS Benchmarks. As a school we use the Teacher's College Reading and Writing Project Assessment package. The information gathered is used to create targeted groups. Our groups are fluid, thus providing our ELL's an opportunity to continue to move up the continuum. This is our MOSL work. TCRWP's Running Records give us an added lens in regard to language acquisition. It has provided us with an opportunity to narrow in on behaviors that might be interfering with their learning to read, as well as the ability to read to learn. It has allowed us to see how their academic language is evolving and how they are using the skills and strategies taught to grow them as readers, writers and thinkers. The TCRWP data allows us to set short term goals that scaffold what they can do and to move them to the next level. Moreover, it has also served as a tool to measure their language acquisition as they begin to command the language better. We note the increase in reading levels, conversations are richer and there is improvement in their writing. The writing improvement is evident on the Narrative Assessment Tool which we administer 3 times a year. However, this year we are shifting to the use of informational writing tool to assess how students develop in informational writing, which is the focus of the Common Core Learning Standards.

The LAB-R, the NYSESLAT and the standardized tests such as the ELA and Math, as well as the Teacher's College Reading and Writing assessments are used to drive all instructional decisions. All our children have short and long term goals and expectations. We plan our curriculum, activities and lessons with the Common Core State Standards as our guide, and, in addition, we incorporate the needs of our learners and our community. CCSS's and data help us drive and guide instruction to meet the needs of all our students. These test results as well as the parental feedback and individual student progress reports help us evaluate the success of our ELL program. In addition, the data from these assessments help us make decisions about individual students, groups of students, instructional programs, professional development, budget, and more. . Our school is learning a great deal about where we are as a school, where we need to be and what our next steps should be so we can set goals and expectations for improvement. Overall, our ELL program is effective as demonstrated in the data, and our overall goal for our ELL's is to continue to make gains above and beyond proficiency.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In our school, the road to every child's success begins even before they enter their classrooms. It is very important to note that we all work in collaboration with each other and communicate/articulate constantly. Collaboratively and cooperatively, as a team, we are engaged in a decision making process to implement interventions, monitor progress, make data-based decisions that are multi-tiered. The team is comprised of multiple stakeholders They are: teachers from every grade level, parents, ESL teacher, reading specialist, social worker, school leaders and the school based support team. Our special education teachers consult with classroom teachers regarding effective intervention methods, interpreting data, setting appropriate student goals, ensuring appropriate referral

procedures and supporting targeted classroom instruction. In addition, school psychologist, social worker and speech language pathologist also have important roles in the decision-making process. They assist with comprehensive assessments, interpreting data, incorporate families into the process and share their expertise in language development. Our parents and families play a crucial role in this process. They provide insight about their child's previous schooling experiences, language experiences, their cultural values and norms as well as interactions with community members and experiences outside of school. Our parents assist in planning learning and behavioral goals that are appropriate for their children and will foster their academic achievement. We make sure that we provide targeted children with high quality instruction, tiered layers of instructional support and a variety of positive learning experiences so they can succeed in school.

We use the RTI problem solving model, best practices and current research. We gather as much information about our learners as possible so that their specific needs can be met and the right support can be provided to improve our ELL's academic outcomes. We make sure that every child in our care is offered sufficient time, variety of instructional support and interventions before referring them further. Once a student is identified as needing additional support the following RTI structures are implemented; Tier I is the core of instruction and is delivered to all students in the classroom. This includes evidence-based instruction that has been shown to be effective for ELL's and differentiation to meet students' diverse needs. This level of instruction is followed by Tier II, where in addition to the core instruction, targeted students receive extra support in areas of need in small groups or one on one. This type of instruction is research-based and includes intervention strategies and best practices. The last Tier III is an intensive and individualized instruction that is offered to a small group of students or one-on-one outside of the classroom structure, it could be an additional period of AIS during the day program or during extended day. In some cases if we note that a child is not making progress, we usually contact the parents so that additional testing can take place.

With the ELAND needs determination, it has become a little easier to declassify ELL's who do not need the services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students are grouped according to ability. The groups are flexible and ESL Strategies and Methods are up front and centered. Instruction is scaffolded and differentiated. The ESL Teacher pushes into grades 2-5 and works with the students within the context of the classroom setting to ensure that all curricular decisions are based on the child's second language development.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As mentioned previously, we use many evaluative tools and assessments to gather information and compile data that help us evaluate the effectiveness of our ESL program and, most importantly, the success of our English Language Learners. We look at children holistically and make observations about their development in academic, social, emotional and even physical areas. It's a team effort and together as a school community we make observations, collect quantitative and qualitative data, state tests, various assessments and anecdotal records. We evaluate students' class and home work for quantity and quality. The following data demonstrated the success of our ESL Program and our ELL Students:
 - AYP-we meet annual yearly progress
 - ELA / Math Standardized Data-We have earned extra credit for their progress on the School Progress Report
 - Science Exam grade 4-Met AYP
 - Baseline Exams and Periodic Assessments-fluctuate, but gives us valuable information that we use to drive instruction
 - TCRWP-Running Records-our ELL's are assessed quarterly and we monitor this data carefully and use it to strategically drive instruction.
 - TCRWP-Spelling Inventory- Use to see how they are learning to link letters to sounds, monitored carefully
 - NYSESLAT-this determines growth at the end of the year. Our data demonstrates that our ELL's do make progress.
 - Teacher Observations-Teacher's note and consistently articulate the growth of ELL students during inquiry time.We share and evaluate the data and collaboratively dissect and evaluate our findings to collaboratively make instructional decisions about the strength and weaknesses, areas of improvement, next steps, short and long term goals, planning, monitoring, resources, best practices, techniques and strategies to improve our teaching and learning for all students.

This year, one of the indicators of the success of our ESL program was the extra credit that we received on the school's report card. Our ELL's are obtaining proficiency on the NYSESLAT. Almost 50% of our former ELL's exited the program in the previous year. This is a significant indicator of success. Our teachers and staff report that our ELL's are much more engaged in the classroom and across

content subjects (teacher's informal observations). The parents share that the children are more engaged at home with homework and projects and are more independent while completing school tasks. We observe that our students are much more active as learners and are more independent in completing class and home work/activities on their own and even when working in cooperative groups and providing assistance and support to other students, many of whom are their English-speaking counterparts. Socially and emotionally, children are more confident, verbal and expressive. They participate in all school activities and projects, presentations and assemblies with more enthusiasm and rigor and are able to showcase their talents and creativity. All of our ELL's are moving steadily along the continuum and show growth on the assessments. In addition, our ELL's display a better quality of work, deeper understanding of complex ideas and themes, increased vocabulary, complexity of ideas, and employ Tier II and III vocabulary and text complexity through writers craft and in discussions. The children are able to complete multistep tasks and engage in more complex cognitive processes and higher order thinking skills and their language skills are much more sophisticated.

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](#).)

During the initial intake a committee member will take time to administer the Home Language Survey and oral interview, during this interview the teacher / administrator will make sure to clarify each question for the parent so that the information we gather is extensive and accurate and clearly depicts the linguistic and academic background of the child. Please note that the HLIS form is available to parents in their own language, translations services are provided when needed. In our school, we have a team of highly trained professionals who are responsible for conducting the initial screening, the informal oral interview, administering the HLIS form, the LAB-R and the formal initial assessment. The team members are the principal Mrs. Robles the Assistant Principal, ESL teacher, the school accounting secretary, the parent coordinator and the school psychologist, as well as our Testing Coordinator. Our school is multicultural and multilingual where teachers and staff speak many languages, including those spoken by our families. We tap into our school resources for translation services and make sure to provide our parents the information in their native language to the best of our ability. In the case of a parent speaking a language that we cannot translate, we reach out to the office of translation and interpretation, district and other schools, and try to locate a speaker of that language. We go above and beyond to translate for all parents. This year, we created a very interactive and user friendly school web site where parents can receive all school related information, letters and forms in their home language. ECHALK.

Besides one on one sessions and small group orientation sessions that are informative and inclusive of all administered assessments (ITA's Predictives, NYSESLAT), a NYSESLAT workshop is held annually. This NYSESLAT presentation is conducted by my ESL Teacher and Parent Coordinator. The ESL pedagogue clearly and explicitly demonstrates to parents the different parts of the NYSESLAT, what they are assessing, why it is administered annually, and how we prepare our students for this exam and how the results are used to differentiate instruction and placement throughout an instructional year. Parents are informed that students are evaluated annually until they demonstrate proficiency. Parents are also informed that children in grades 3-5 also take the ELA (other than those exempt for a year). The difference between both exams is carefully explained and demonstrated to all parents.

Our ESL Teacher administers the LAB R (English and Spanish for spanish speaking children) for incoming students immediately and within the 10 day testing window from the day a child is registered at our school. The parents are immediately notified of their ESL Status via letters that are sent home with each student in their native language. The letters have a sign off section that is returned to school. Please note that all letters are translated in all languages spoken, this ensures that parents are able to read all documents sent home. Moreover, within our school community the following languages are spoken and used for translation; Spanish, Russian, Albanian, Polish, Arabic, Slovak, Chinese and sign language. Incoming students in grades K-5 from other public schools are researched on ATS to ensure entitlement and school records are immediately requested. ELL students who come in from other public schools are placed in a language program of their choice if available within the district, as our school currently only offers a free

standing ESL Program.

In examining the trends and patterns of the past couple of years we have noted that Parents continue to select our Free Standing ESL Program. Currently, it is the model of choice and though research says that Dual and Bilingual Programs are more successful than ESL Programs, our program has proven to be successful in regard to the number of ELL's that obtain proficiency annually, and demonstrate academic achievement on standardized exams. Thus far, program choice is aligned with parent requests, however should this shift, we will be prepared to offer parents what they want as long as funding is available and we have the number of students to open the class.

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.

Immediately following this intake the child is LAB R'd. The ESL teacher will then schedule a parent orientation at which time the Parent will view the informational video available on the NYC Department of Education web site as well as on the CD and learn about language support programs that are available. In addition, our ESL teacher explains the programs in more detail if the parents still have questions and need clarification. Then they will select one of the 3 programs offered, Dual language, Transitional Bilingual or the Free Standing ESL Program. A thorough explanation of each program is provided in the parents native language. At these orientation sessions which are ongoing, parents are clearly informed that once we have a group of 15 children of the same language group on one grade level or a group of at least 25 children who speak the same language on two consecutive grades, a bilingual class can be formed. Parents are also informed of programs available to them in the District that might accommodate their children's needs if for some reason we do not offer the program and have placed them on a waiting list.

The parents fill out a Parent Selection form where they make a selection of the language program of their choice. We are very diligent about the parent selection forms and the home language survey form, no parent leaves the school without filling them out and participating in an orientation session. If for some reason they need to leave with the form, we ensure the form is returned. We contact the parent via phone and email and will do all that is necessary to ensure that the form is returned. Via letter parents are informed of program placement. A binder is kept in the office with a copy of the CD and Parent Brochures for on the run registrations and can be easily used by our team. The informational sessions for the parents are on-going and are held many times throughout the year. We have parent meetings monthly during Parent as Learning Partners Days and we offer our parents informational and learning workshops at which we present and discuss current units of study, accountability, testing, curriculum, skills and strategies, best practices, and share materials that they can use at home with their children.

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 [\[see tool kit\]](#).)

As mentioned above, parents of all eligible ELL's are invited to a Parent Orientation meeting where they learn about the language programs available to them. At this time, the parents fill out the Parent Selection form. If a parent can not participate in the orientation, we send it to them along with all the information about the three programs. We call the parents and try to make an appointment and to meet with them face to face at a time convenient to them. If this is not possible, we call the parents and have an informational session over the phone. In rare cases when the parents were not reachable after numerous attempts via phone, email, face to face, or in writing, parents were offered to visit an Orientation session at the District. When all attempts do not bring a positive outcome, a child is placed in a Free Standing ESL program without parental consent but we never give up our hopes to locate the parent through neighbors, relatives and community, we even catch them on picture day, all efforts are made to ensure that parents fill out forms and are fully informed. Parent selection forms are collected at the end of the parent orientations. A team including the ESL teacher carefully reviews parent choices and once a determination is made, an entitlement letter is prepared, copied and sent to the parent in the language spoken at home. These copies are stored in two binders, one for the main office and one in the ESL Teacher's classroom. On the HLS form the placement is checked. Please note that all parent communications, ATS data and all forms sent to parents are duplicated and also stored in those binders.

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. All identified ELL's who are eligible for testing are LAB-R'd and those children who speak Spanish are given a Spanish LAB-R to determine their language dominance. The parents are contacted via a letter and are invited to a Parent Orientation. A return portion of the letter monitors who and how many parents are expected at the orientation. Those parents who can not attend on the set date are offered alternative dates when they can meet with the ESL teacher in person or have an over the phone orientation. During the parent orientation, parents are provided with information about the identification process, the meaning of the LAB-R scores, the curriculum, instruction, goals and expectations, materials used and view a video describing the language programs offered to their children. We explain to the parent about the three language proficiency levels and what they mean, and let parents know that all Beginners and Intermediate ELL's receive 360 minutes of ESL instruction and all Advanced ELL's receive 180

minutes of language support. Children are serviced in their classrooms and some groups are pulled out. We also describe how the children are supported in the classroom by their teachers and how instruction in the content areas is differentiated to meet their diverse linguistic needs. The parents are also explained that once the child is in the program, he or she will remain in that program for the duration of one academic year. The parents also learn about the testing and assessments for the ELL's. We make sure that our parents understand that in order to exit the program a child must take the NYSESLAT test and score at proficiency levels on the four modalities (Speaking, Listening, Reading and Writing). All information and communication is done in the parents' home language. We make sure that our parent are informed parents and have the information to make decisions and choices for their children and their families. We take extra steps to answer parents' questions and if we don't possess the right information, we research into it and get back to parent with the right information by sending letters, forms, meeting with them and over the phone and via email. At the orientation, parents fill out a Program Selection form and make a selection of the language program of their choice. It is explained to parents that in New York City in order to create a bilingual program, there must be at least 15 students who speak the same language and are in the same grade or two contiguous grades. The parent forms are carefully reviewed throughout the year and the number of incoming children is monitored to make sure that we have the numbers to open a program of parents' choice. All children are placed in the program and begin to be serviced immediately. The parents receive a letter where they are notified that their child is in the program of their choice and will remain there for the duration of one academic year.

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.

Our Testing team together with a testing coordinator, administration, the ESL teacher and a team of highly trained teachers take every step to identify and to administer the speaking, reading, writing and listening sections of the NYSESLAT to every English language Learner. We adhere to the policies and guidelines specified on the Testing Coordinator's manual and follow the specific dates and sequence to administer the tests. The parents are already familiar with the NYSESLAT test specifications because they attend parent workshops throughout the year at which they learn about testing and assessments. Parent can review the Sample tests and become familiar with the skills to be measured. Before the NYSESLAT test administration parents receive letter with dates of the four modalities and make sure that the children are in school on those days, are well rested and have a good breakfast. All testing rooms are inspected prior to the test administration and all testing materials are secure. We have a system in place where all proctors and the testing team members have the list of children and the information needed to be entered on the answer documents. We follow testing directions, adhere to the allocated time on the test. All children are grouped according to the guidelines and the grade bands. All children with testing modifications outlined on their IEP are followed their mods. The Speaking subtest is administered on an individual basis. We always make sure that one teacher administers the Speaking portion and another teacher scores it as per the testing memorandum. We make sure that the children are given all subtests because the valid score can be given only if all four subtests are taken.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- As mentioned above, we make sure that all parents are offered a meaningful and highly informational Parent Orientation and parent workshops throughout the year at which they learn more about the language programs and are able to make the best educated decisions and choices for their children. After reviewing the Parent Survey and Program Selection forms for the past few years, we noted that the trend in program choices remains to be ESL. Our parents make this decision for many reasons. The older siblings and relatives who attended our program had a great experience; many of them obtained proficiency withing a few years and were able to achieve great results across the content areas. After reviewing the Parent Selection forms we see that all our parents choose ESL as their number one choice. If we have any parent who shows interest in any other program, we make sure to provide them with the right information and guide them through the process. However, none of the parents request other language programs but our Free Standing ESL program.

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])?

THIS IS NOT A TEACHER FRIENDLY DOCUMENT. QUESTIONS 1-8 ANSWERED BELOW.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and 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?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).
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?

Paste response to question here:
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?

THIS IS NOT A TEACHER FRIENDLY DOCUMENT. QUESTIONS 1-8 ANSWERED BELOW.

The teaching materials include high interest multi genre authentic literature, big books, trade books, manipulatives, visuals such as picture cards, audio CD's and cassettes, smart board interactive activities, as well as interactive CD Rom's for computer use. This year we will continue to reinforce our Words their Way Program (word study) by adding a Words Their Way Resource

Component to the ESL Program. Our goal is not just to develop vocabulary in isolation, but to develop the skills necessary, such as latin stems, vowel alternation patterns in related words and pairs, derivational relations, greek roots, , etc. so that they become life long decipherers of words.

Students are immersed in print and language rich environments, which allow them to build their schema not only from literature but also from ongoing field trips and hands on activities throughout the year. Instructional strategies are highly differentiated and aim to increase reading comprehension and writing skills, as well as critical thinking and speaking skills. Scaffolding is highly used in instruction for ELL's Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation are the types of instructional strategies on which instruction is based. In addition, strategies and skills that my ESL Teacher attained at ESL QTEL and BETAQ workshops are highly implemented during instruction at all grade levels. Some methods and approaches integrated within our practice are sheltered english, the unpacking of text by introducing "juicy words, juicy phrases, juicy language", developing theories of characters in book clubs and the use of bloom's taxonomy to foster high order thinking skills. Moreover, there is consistent articulation between ESL /general ed/ special ed./ and related service personnel. ELLS's are a consistent focus on Inquiry Teams, SAT Teams, as we are always thinking of the research based best practices and approaches that best fit the needs of our ELL Students. Moreover, I want to reiterate while in some cases we do pull out, the emphasis is on pushing in and team teaching.

SIFE-Students with interrupted formal education; as defined by the SED-ELL's who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre literate in their first language. We have no SIFE students however, we are prepared to address the needs of any students who have had interrupted education in the following ways:

- Students are received like all other students and go through the process that all other new students to our school go through. The Parents are interviewed immediately and all measures and efforts are taken to access information that can assist us in ensuring that the child is appropriately placed.
- The Home Language Identification Survey is carefully filled out by the parents (in the language spoken at home), with the assistance of one of the team members. Immediately following this, the child is LAB R'd, any child who scores at or below proficiency in the English LAB R and speaks Spanish will be LAB R'd in Spanish. Our goal is to determine their language dominance. Immediately following the parent orientation the child is placed in a program of the parent's choice for the duration of one year. According to the new mandates, children who enter the US Public School system after April 1, 2010 are exempt from the ELA exam, but will take the NYSESLAT in lieu of the ELA and the NYSESLAT will determine promotion.
- Our instructional goal with SIFE students is to engulf them in a risk free environment that promotes student learning and social interaction. Noting that many times they are 2 or more levels behind, the goal is to target their academic needs rigorously and ensure that the support provided is long lasting. Bilingual materials will be made available for them such as; dictionaries, glossaries, native language materials in content areas, as well as the use of visuals and manipulatives. Instruction is differentiated depending on student needs, small group, and one on one instruction is provided. In addition, we group them accordingly for extended day AIS and for a ny tutorial programs we have that we feel they will benefit from.
- Students found to need additional support services such as speech, OT, PT, counseling will be referred for further evaluation so that their needs will be addressed.

Instruction for newcomers is rigorous and language rich. Students are immersed in academic and social language through out the school day. Instruction is differentiated in and out of the classroom, and during extended day. For example; children are grouped heterogeneously and all types of visuals, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance their background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.

Students who receive extension of services (4 – 6 years of service) are immersed academically in all school wide instructional programs, activities, trips and events.

We have AIS (extended day) services which provide our ELL students with small group and one on one additional support. Our Reading Recovery Program services first grade ELL's. Extended day services are differentiated and based on the needs of the students, for example new comers are grouped for rich language experiences through readers theatre, poetry, songs, music and art. Students with extension of services are grouped for intensive strategy building and, academic driven intervention that is rigorous and aligned to their academic goals, they could be math, science, social studies, reading and or writing, it depends on

what their needs are. It is also ensured that ELL students with IEP's receive their related service mandates and all IEP goals are met via small group intervention. All modifications for current ELL's and former ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, are allowed to use dictionaries and glossaries and are allowed 3 reads of the listening passage. All academic support is data driven. The following methods and approaches are a school wide practice and are immersed :

- Use of leveled libraries
 - Use of manipulatives for math, and other content areas
- Use of Practice Math Materials-GO MATH, KAPLAN, Coach, NYReady
- Inquiry / Project based learning

Social Studies integrated within curriculum and the following strategies and interventions are used: Small Group, unpacking of content by the introduction of juicy words, phrase and sentences. Vocabulary / concepts are consistently reviewed in context so as to lift understanding, lots of visuals are used and video clips, as well as primary resources to aid in comprehension.

Our science program is FOSS, it is a hands on program that allows children to explore materials and develop hypotheses as they investigate. Teachers use videos, pictures cards, create table tents to introduces concepts and vocabulary that needs to be understood in order to conduct any experiment or exploration. Children work in cooperative learning groups, have their own science notebooks and vocabulary lists with pictures. For the most part, our ELL's have met proficiency on the grade 4 Science Exam.

ELA-ELL's are grouped accorded to the NYSESLAT Data and TCRWP Data, and formal and informal observations. They are in small guided reading groups. Again all reading materials are of high interest and they are unpacked for language so that their understanding is fostered. Writing about reading is part and parcel of our reading program, those we look for reciprocity. Besides writing for reading, our children (all children, including ELL's) are immersed in the Writing Workshop-this workshop not only teaches students to write in a variety of genres, (memoir writing, narrative writing, lifting quality of their writing by learning a variety of revision strategies, personal essays, literary essays, non fiction writing, realistic fiction, historical fiction and persuasive writing), it also teaches children to collect ideas, develop ideas, revise, edit, draft, publish and celebrate their writing.

- Hands on, exploratory and investigative learning
- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention

Computer Software programs: RAZ KIDS.COM, Learning.com, Splish SPLash-reading and math, travelling laptops for inquiry and research.

Please note that every child has a personal goal, these goals are fluid, thus as they attain the goal, they continue to grow.

Native language support is offered to all children within the context of the classroom to make content comprehensible and to enrich language development through multi lingual and multi cultural libraries. Within the school community we utilize all resources available to lift comprehension, for example children serve as language brokers, staff serve as language brokers and translators, and we work closely with the community and parents to lift understanding and clarify content that needs to be unpacked. Science and Social Studies are not only integrated within the literacy curriculum, but also taught as a content area. Science is hands on and inquiry based, and all children receive 2 or more periods of science a week. All vocabulary and concepts are unpacked, for example juicy words, and concepts are introduced within the context to lift understanding, the interactive and hands on experience allows them to explore and question what they are doing in small groups, this allows the teacher the ability to circulate and provide small group intervention that ensures that ELL students and all students understand what they are doing with an emphasis on developing hypotheses that they can talk and write about. In Social Studies, visuals, primary sources and artifacts are used in addition to using the smart board media to access parts of historical data to further lift the comprehension of not just our ELL students, but all students. The small group work is rigorously differentiated and teachers ensure that ELL students are focused on a task by providing them with table tents, graphic organizers, and rubrics that guide their learning.

Title III Monies are also used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. This year we are once again planning tutorial sessions-these sessions are designed for our grade 3-5 students, the NYSESLAT data has demonstrated that writing is an area that needs to improve, thus we have early morning tutorial sessions that provide our students with coaching in writing, they are taught one or two writing structures that are used to write about reading, and they are taught the literary essay structure. The grade 1-2 students engage in reader's theatre, the goal is to enrich their reading and writing skills through theatre that is interactive and language rich. As a school wide project school, ELL's are included in everything we do that enriches the student's scholarly lives. We are currently the recipients of a Century 21 Grant and all ELL's have been invited to participate in this enrichment based program. This

program is centered around the arts and homework help.

Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and out reach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where the parents lack formal education in their own native language, are functionally literate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer Success Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ESL Classes that might be offered locally free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops.

Because we only have ESL we do not assess children using diagnostic assessment tools for native language in TBE / DL programs, however if the situation ever arises we will make sure to access the diagnostic assessment tools necessary for placement.

Students with Learning Disabilities are included in every thing we do as a school community. Flexible scheduling is used to support students who have SETSS, ICT and are Self Contained. We have a part time ICT Setting and our SETSS Teacher provides Part Time ICT Services to ELL students with IEP's. Moreover, our SWD also receive AIS Services in addition to all other services they are entitled to. They are invited to attend Saturday Academy, our Simply Math after school program 2 times a week, and our First Grade Morning Tutorial Program, as well as participate in our Title III Program. Students in Self Contained settings also participate in as many less restrictive environments as possible. For example, they are invited to attend the grade one early morning tutorial program, they are invited to attend our simply math program that meets twice a week, in addition to our pull out ESL Program. Instruction during ESL is all inclusive as they engage with children from other GE classes. Moreover, there are children who are mainstreamed into GE classes for reading, writing and math.

Courses Taught in Languages Other than English ⓘ

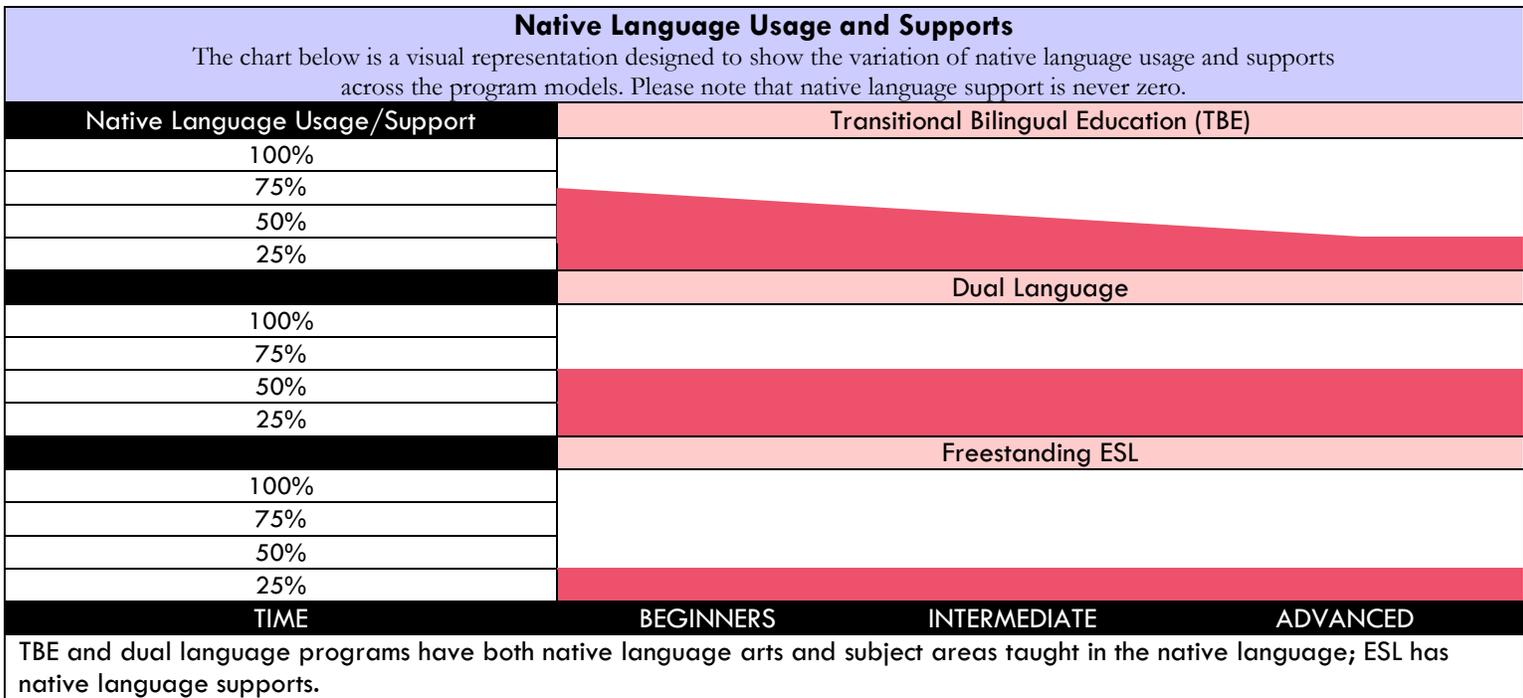
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All the children who are identified as students at risk and in need of interventions in ELA, math and other content areas are carefully grouped according to their needs and are offered additional small group support before, during, after school. They are invited to attend Saturday Academy to learn to unpack test questions and complex text. We have an AIS Teacher who pushes into classrooms to work with small groups. For grade one students we have an early morning tutorial program and in grades 2-5 we also have a Simply Math Afterschool program that meets twice a week for two hours to work on basic facts and the fundamentals.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL is designed around content based units which incorporate the four language skills of listening, speaking, reading and writing as well as thinking. The content materials and lessons are plan carefully with the children in mind. Lessons are scaffolded and differentiated to support every proficiency level and help students develop content and academic language. Activities include stop and jot, pair share, accountable talk, shared / interactive writing, guided and independent reading, book clubs and total physical response. Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- We have implemented GO MATH. This program offers ESL Support, however the Simply Math Extended Day program is a supplement to this program because the program requires a heavy dependence on prerequisite skills and background knowledge. We are engaged in much more informational writing and in upper grades there is a strong emphasis on ESSAY writing. This year our TITLE III program will include Science. The program will engage students in scientific exploration, hands on experimentation and inquiry based learning.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here WE are all inclusive. ALL children are invited to participate in everything we offer.:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: All ELL's participate in a rigorous ESL Program which is aligned with CCLS's. A variety of materials are employed in order to teach the english language in context. The NYSESLAT, LAB R, TCRWP, ON DEMAND WRITING, BASELINE ASSESSMENTS, UNIT ASSESSMENTS and Teacher Created Assessments are used to guide instruction. The following materials are used:
- Leveled books
 - Non fiction libraries
 - Charts
 - Picture Dictionaries
 - Bilingual Dictionaries
 - Multi Cultural boks
 - Books in many languages
 - Big Books
 - Mentor Text
 - Graphic Organizers
 - Sentence Strips
 - Rubrics
 - Pocket Charts
 - Audio Visuals
 - Realia and manipulatives
 - Artifacts for content learning
 - Personal word banks
 - Thematic word walls
 - interactive games and videos
 - Raz kids, etc.
 - Books on tape

CD Players
Smart Boards
Computer Stations (in library, and all classrooms)
Cameras
Internet
Digital resources in GO MATH

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here: In our freestanding ESL Program we use bilingual books, songs, poetry, assemblies for Hispanic Heritage, and story telling from around the world, our Dance Program is multi cultural and taps into stories, songs, dances from around the world. Our genre studies tap into literature, poetry, and cultural traditions from around the world. Students are allowed to use bilingual dictionaries at all times and during testing they are allowed to use the test in their native language if provided by the STATE. Many of our students also serve as language brokers, they interpret for parents and for students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here: All ESL / Instructional programs are aligned to a specific age group.
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.
Paste response to question here: Newly arrived ELL's are buddied up with other students who acclimate them to the school environment and instructional expectations. THE ESL Teacher, classroom teacher and school administrations ensures that the students are welcomed. They are escorted to the classroom with parents and introduced to the classroom community. Parents are invited to attend the parent orientation and it is ensured that someone is there to translate for them. This same process is applied to the students. As long as the language is one spoken in school, we communicate with that child in the language of their dominance. If we do not speak the language and we have no one to translate, we reach out to our parent constituency in hopes that they know someone who can assist us. For extended day we provide our new arrivals with one on one ESL support. The goal is to create a very comfortable transition for them, we want new arrivals to take language risks and we want to engage them with as much hands on support as possible. We use lots of photos with them, artifacts, manipulative, realia and materials in their native language. Our school is very warm and welcoming, new arrivals usually acclimate quickly.
18. What language electives are offered to ELLs?
Paste response to question here: NONE
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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

At P.S. 38, Professional learning is an on going journey. As planned, administrators, teaching assistants, all related service staff, inclusive of school psychologist and social worker, and parents will participate in staff development sessions addressing such areas as the Core Curriculum, Common Core State Standards, Danielson's Frameworks; Teacher's College; and how ELL students gain access to it and benefit from best practices. District ELL Instructional Support Specialists, and our ESL Teacher conduct interactive professional development sessions. Professional development is ongoing, we have Inquiry Wednesday that is dedicated to looking at student work, data and brainstorming best practices that support student learning. All teachers are provided with an opportunity to complete the 7 1/2 hours of ESL training for GE Teachers and 10 hours for Sp. Ed. Teachers. Staff attends training at the district level with the ESL Teacher, training on NYSELAT, LAP and Best Practices that are research based take place at the school level and is provided by the ESL Teacher, additionally staff attend Teacher's College ESL professional development sessions on reading, writing and best practices. The District Math Liaison has in the past provided on site professional development that targets ELL's and IEP Students.

At School Leadership Team our ESL Teacher has trained all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program. Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized a couple of years ago that one ESL Teacher could not address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what the NYSELAT assesses and how we can use the results to drive instruction.

During the time that we prepare to transition our students to Middle School, Parents and Students are provided with opportunities to go to Open Houses and visit schools of interest. My Parent Coordinator is the Middle school liaison, she attends all professional development and turn keys the information to all parents. Additionally, the grade five students attend open houses to meet staff, administration, other students and acquaint themselves with the programs available to them, and yearly our Feeder School sends representatives to meet with my grade 5 students and staff and provide them with overviews of the school, expectations, standards and program information. Moreover, my Parent Coordinator invites parents to participate in a Parent Workshop to assist them with the application process. My guidance counselor, who is only 2 days in my building, assists my Parent Coordinator as necessary. She too attends all PD related to the transition process for all students, including ELL students. In our school we work as a team, we collaborate, we turn key information and we are attentive to the needs of all students.

ESL Professional learning is in progress, our teachers do employ a series of methods and approaches that support our ELL's in the classroom. For example; vocabulary is carefully introduced through the "juicy word, juicy phrase methods", complex text is unpacked, tier 3 and 4 words are introduced to lift understanding and the quality of language. When themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL Students have access to, and the use of, cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk, reading, writing are a common practice in the school. The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL's. Lastly, I will continue to send my ESL Teacher and other staff to ESL Professional Development and to the CORE Training Sessions, and teams will be sent to all Teacher's College ESL reading/writing workshops, It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.

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?

Parental Involvement

The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the year upon their registration. This session took place September 20, 2013 and parents who were not in attendance, we have made arrangements to meet with them one on one. Also, several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as Common Core State standards, assessments and school expectations.

Some of the Parent Workshops are:

Science workshops and how to assist your child with the science project

Reading / Writing Workshops

Parent as Learning Partner Days

PTA Meetings

Math Workshops

ESL Workshops

Test Prep Workshops

How to assist your child with homework

ECHALK Parent Workshop

ARIS

School Leadership Team

At all of these workshops and or parent meetings we have translation available. For those families that cannot make some of the workshop or meetings and we feel a need to communicate the information with them, we communicate with them via phone conferences and they are translated as needed. Translations is oral, and in writing. We use the translation services provided by Central to translate parent handbooks, and other letters that provide information.

This year teachers are sending home monthly letters to explain unit goals in reading, writing, math and content areas, with an emphasis on what is being taught and how they can further support their children's learning at home. Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language. All the documents, notices and meetings are offered in their home language. Parents are encouraged to become members of the PTA, and are invited to participate in Family Nights, Parents as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. We have partnered with the YMCA and we hold free ESL classes for parents twice a week.

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: The George Cromwell School

School DBN: 31R038

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Everlidys Robles	Principal		11/5/13
Nancy Murillo	Assistant Principal		11/5/13
Mercedes Chow	Parent Coordinator		11/5/13
Emma Dukhovny	ESL Teacher		11/5/13
Kim Capizzi	Parent		11/5/13
Anastasio, Judith	Teacher/Subject Area		11/5/13
Nancy Kearns	Teacher/Subject Area		11/5/13
N/A	Coach		
N/A	Coach		
Stacy Madaio	Guidance Counselor		11/5/13
Nancy Ramos	Network Leader		11/5/13
	Other _____		