

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **15K130**

**School Name:**                       **P.S. 130 THE PARKSIDE**

**Principal:**                             **MARIA NUNZIATA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Parkside School School Number (DBN): K130  
Grades Served: PreK-5  
School Address: 70 Ocean Parkway, Brooklyn, 11218  
Phone Number: 718-686-1940 Fax: 718-854-9756  
School Contact Person: Ms Maria Nunziata Email Address: mnunzia@schools.nyc.gov  
Principal: Ms Maria Nunziata  
UFT Chapter Leader: Ms Sandra Boyce-El  
Parents' Association President: Mr Lorne Lieb and Ms Rose Saxe/ Co-Presidents  
SLT Chairperson: Ms Erin Langstaff  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jacqueline Sierra-Hardy  
Student Representative(s):

**District Information**

District: 15 Superintendent: Ms Anita Skop  
Superintendent's Office Address: 131 Livingstone Street, 3<sup>rd</sup> Floor, Brooklyn.  
Superintendent's Email Address: askop@schools.nyc.gov  
Phone Number: 718 9354317 Fax:

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Ms Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, 5<sup>th</sup> Floor, Brooklyn  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: 718 9353954 Fax:

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms Maria Nunziata	*Principal or Designee	
Ms Sandra Boyce-El	*UFT Chapter Leader or Designee	
Mr Lorne Lieb and Ms Rose Saxe Co-Presidents	*PA/PTA President or Designated Co-President	
Ms Carmen Drago	DC 37 Representative (staff), if applicable	
Mr Lorne Lieb and Ms Rose Saxe Co-Presidents	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms Shatoya Moore	CBO Representative, if applicable	
Ms Erin Langstaff	Member/ School Staff	
Ms Chandrika Menon	Member/ School Staff	
Mr Jeremy Wurmfeld	Member/ Parent	
Ms Miranda Milledge	Member/ Parent	
Ms Lorca Shepperd	Member/ Parent	
Ms Paula Stain	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

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

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **1 .Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

#### **a) Contextual Information**

Public School 130 in Brooklyn comprises PK-5 grade levels with approximately 698 students enrolled. Our diverse student demographics consist of approximately 22% Asian, 11% Black, 34% Hispanic and 28 % White, with 94% of students eligible for free lunch. We are a dynamic, multicultural community dedicated to academic excellence, providing a learning forum for students, parents and teachers. This is encompassed in our mission statement, our Theory of Action and our Instructional Focus for 2015/2016.

#### **b) PS130's Mission Statement:**

Public School 130 is a diverse multicultural community dedicated to academic excellence. Through a rigorous, standards-based curriculum, we nurture the talents and abilities of each student. Opportunities are provided for each student to develop academic mastery, artistic and leadership capacities. The collaborative efforts of students, staff, parents and members of the community promote and support a caring environment. Together we work with diligence, effort and perseverance on the journey towards attaining and exceeding higher standards of excellence. Our students are Rising Achievers!

P S 130's current enrollment is 698 students of which 22% are Asian, 11% are black, 34% are Hispanic and 28% are white. Our attendance rate is 95%. 18% of our students are receiving Special Education services. Currently we have ICT classes in every grade and offer speech, occupational therapy, physical therapy, resource room services and guidance services to students. 21% of our student population speaks a language other than English at home. For these students we offer English as a Second language instruction both pull-out and push-in . Our school community has changed dramatically over the last few of years with both the gentrification in the neighborhood and the increasing enrollment of general education students, ELL students and students with special needs. Due to our neighborhood's population growth we received approval from the DOE to create a PS 130 split site, housing 3-5 grades at the new school building located on Caton Avenue, and Pre-K-2 at our current building. The opening of both sites will take place September 2015. Our growing population, which includes ELL's and SWDs, as well as our projected expansion to a new site next school year, are both accomplishments as well as a challenge moving forward.

Our school is proud to partner with the following important organizations: ArtsConnection, Carnegie Hall, Music in the Brain, New York Cares, Chess in the School, Wellness in the School, Girls on the Run, Cooper Union, Learning Leaders, Teachers College, Kingsborough Community College, and University Settlement.

#### **c) PS130's Theory of Action:**

If we continually develop the instructional expertise of our teachers then teaching will be strengthened and all students will learn in deeper and more meaningful ways.

#### **d) PS130's Instructional Focus for 2015/2016**

Building on the work of 2014/2015, our instructional focus for 2015/2016 is “Using Assessment to Drive Instruction”

**d ) Description of strategic collaborations/partnerships/initiatives being implemented**

A number of strategic collaborations/partnerships /initiatives are being implemented at PS130, including, but not limited to:

- i) Development and establishment of split site for PS130. Importantly, in 2015/2016 we will become a split site with a K-2 Early Childhood Campus at our existing site and a new 3-5 campus in Caton Road. This initiative will encompass strategic expansion, while continuing to cater for all students’ needs in an effective and dynamic learning environment.
- ii) Responsive Classroom – Professional learning focus for all staff to build positive, supportive environment
- iii) Arts Connection
- iv) Chess in Schools
- v) Banks Street & NYU student teachers
- vi) Carnegie Hall Program

**2. Any special student populations and what their specific needs are .**

Specific student populations within our school include:

- a) Students with learning needs
- b) English Language Learners with English as a second language

**3.The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year**

**a) Rigorous Instruction Goal**

**Literacy**

Over the past Four years our school has developed and continues to revise and refine, Social Studies and/or Science based integrated units of study in each grade. Our integrated units of study provide multiple entry points for learning to meet the varied learning needs of all students, especially students with special needs. We have aligned our units to the Universal Design for Learning model (UDL) and the CCLS .

**Rational:**

- Integrated Units of Study provide unique opportunities to meet the CCLS Standards recommendation for curriculum that prepares students for college, workforce training, and life in a technological society “Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.”
- CCLS emphasizes fewer topics treated in greater depth

- CCLS recommend “an equal emphasis on story and information-based reading and writing in the elementary grades. This opens the door for a greater focus on social studies and science during the school day. The shift seems compatible with a project-based approach to social studies curriculum”
- Increasing special needs student population ( 25% English Language Learners, 19% Special Education students with Individualized Education Programs, 45% speak a language other than English at home).
- Student sub-groups (ELL students and SPED students) require multiple and varied entry points for learning, as well as for representing what they are learning and understanding.
- **Conversation and discussion** are needed to provide the necessary elaboration to master rules of use of words across contexts (Kowal & Swain, 1994)
- **Meaningful contexts** must be provided for functional use of language along with opportunities for practice and application (Dutro & Moran, 2003)

**Outcomes :**

- Instruction delivered through integrated units of study will provide all students with (1) multiple means of representation, (2) multiple means of action and expression, and (3) multiple means of engagement.
- Through long-term, deep studies, and experiential learning, students will build and develop content rich vocabulary (Tier 2 and 3 vocabulary) in meaningful contexts
- Students will write for a variety of authentic audiences and purposes, using a variety of writing forms and genres in alignment with CCLS.
- Students’ content knowledge, and reading skills, will increase as they read rich, informational texts related to the studies - both independently and as shared text - in alignment with CCLS.
- Students’ speaking and listening skills will be strengthened as they engage in meaningful discussion around shared content.

**Specific Shifts in Integrated Units of Study:**

- The CCLS specifically call for shifts in instruction that are attainable through deep, rigorous integrated units of study (Social Studies and/or Science based). “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Emphasizes fewer topics treated in greater depth. An equal emphasis on story and information-based reading and writing in the elementary grades. This opens the door for a greater focus on social studies and science during the school day. The shift seems compatible with a project-based approach to social studies curriculum”
- Deep, rigorous, developmentally appropriate integrated units of study are in place across the grades spanning approximately 3-4 months
- Studies are project-based and inquiry-driven
- Multiple entry points for learners are explicitly planned for

Students are reading and writing for authentic purposes using complex, content-based texts

## **b) Rigorous Instruction Goal**

### **Mathematics**

This year our Mathematics professional learning work centered on implementing and utilizing targeted and diagnostic assessments to inform differentiated instruction. Grade level teacher teams engaged in lab site cycles focused on using assessment data to plan, implement and evaluate targeted and specific interventions within the Workshop Model as well as within Guided Math sessions. Ongoing analysis of assessments revealed students' particular misconceptions and led to teachers developing more rigorous daily lesson plans that catered for the needs of all learners in the classroom. "Looking at Student Work" sessions and coaching cycles also informed and further built the teachers' capacity in implementing effective Math teaching and learning experiences.

We also worked this year to refine each grade's "Understanding by Design" units of work, adapting, rewriting and revising many units to ensure more rigorous alignment to the Common Core and State expectations.

As well, this year we implemented a specific and targeted Cognitively Guided Instruction story problem focus as a daily routine across all K-5 classrooms with a focus on the CCLS Math Practice of "Modeling with Mathematics". This has provided students' with further opportunity to build strong Number Sense foundations as well as building their familiarity with all addition, subtraction, multiplication and division story problem types as recommended by the Common Core Learning Standards (NYS). High expectations have been further reinforced with the development of the PS130 Mathematics Teaching and Learning Handbook.

### **c) Collaborative Teachers**

Our teachers have continued to work within their grade level teams to achieve curriculum and assessment refinements. Professional learning has also been implemented within grade team meetings.

The Professional Learning Team has consisted of a vertical team of teacher representatives from each grade level and has led a number of professional learning initiatives. One of these has included a very successful self-chosen "Book Study", comprising mini-vertical teams discussing a professional text of their choice over a number of weeks.

### **c) Supportive Environment**

This year has seen a very successful whole school focus on building positive and supportive learning environments through specific training for all staff in Responsive Classroom techniques. Teachers have worked to implement consistent and coherent classroom behavior management techniques. This has been evident during formal and informal observations and feedback has heightened strengths and progress in this area.

## 15K130 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	691	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	94.3%	% Attendance Rate		94.7%
% Free Lunch	53.0%	% Reduced Lunch		1.0%
% Limited English Proficient	16.6%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		10.5%
% Hispanic or Latino	33.0%	% Asian or Native Hawaiian/Pacific Islander		22.2%
% White	29.8%	% Multi-Racial		3.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.1%	Mathematics Performance at levels 3 & 4		41.1%
Science Performance at levels 3 & 4 (4th Grade)	98.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

#### **\*Conduct a comprehensive assessment of your school’s academic program**

**Mathematics: The Elementary School Quality Snapshot (2014)** ) indicates that with regards **Mathematics Student Progress** in Mathematics, all students made “Poor” progress with the lowest performing students making “Fair” progress.

The snapshot also indicated that with regards **Mathematics Student Achievement**, 41% of students met State Standards, with the average score being 2.8 out of 4.5.

**Literacy: The Elementary School Quality Snapshot (2014)** ) indicates that with regards to Student Progress In Literacy all students made “Fair” progress with the lowest performing students making “Poor” progress.

The snapshot also indicated that with regards **Literacy Student Achievement**, 32 % of students met State Standards, with the average score being 2.8 out of 4.5.

#### **\*Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan**

##### **Literacy/Mathematics**

- This year’s internal school data (reading running records, math performance tasks and diagnostic interviews), as well as last year’s State data indicates an ongoing need to further refine teachers’ understandings of whole school assessment practices, building both consistent professional judgments by all teachers and clear “bottom-line” PS130 assessment practices in Literacy and Math

- Another need indicated by data is the ongoing analysis and use of assessment data to specifically differentiate instruction to meet the needs of all students

- Professional learning of teacher teams needs to focus on:

- \* Coaching the crafting of effective differentiated teaching and learning in the classroom

- \* “Looking at Student Work” sessions needed to focus on using data to drive more specific and targeted intervention daily

- \* Planning for differentiated instruction based on assessment data in various components of balanced literacy and math instruction

- \* Consistency in implementation across classrooms

- Need to continue to build teachers’ content and pedagogical knowledge of most effective strategies for catering for English Language Learners and Students with Disabilities in Literacy and Math instruction, including teachers of ICT classrooms and other providers
- Professional learning with external consultants/coaches also needs to focus on building teachers’ content knowledge in using assessment data to refine effective CCLS aligned Math/Literacy pedagogy to meet the needs of ALL learners, particularly ELL’s and SWD’s

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Rigorous Instruction: Annual Goal (Literacy)** By June 2016, 100% of teachers will implement cohesive practices in reading and writing within Readers’ and Writers’ Workshops and integrated units, with a particular focus on the development of writing traits, rigorous vocabulary instruction and the development of comprehension strategies in reading. Teachers will continually look at student work and data to inform their whole-class/small-group lessons as well as individual conferences, with support from our literacy coach and outside consultants

**Rigorous Instruction: Annual Goal (Mathematics)** By June 2016 , 100% of K-5 grade level teacher teams will increase levels of rigorous differentiation with learning and assessment tasks to meet the needs of all learners, through implementing a CCLS aligned, differentiated, data-informed Balanced Mathematics model, with a particular focus on targeted intervention for all sub groups.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>a ) Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p>	<p>Teacher Teams/Cluster Teacher teams</p>	<p>July 2015- June 2016</p>	<p>Principal/Assistant Principal/Literacy Coach/AIS Teacher (Reading)/Reading Recovery</p>

<p><b>b) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></p> <p><b><u>Literacy/Mathematics</u></b></p> <p><b><u>Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>• Implement CCLS aligned Literacy/Mathematics curriculum, embedded in Balanced Literacy and Balanced Mathematics practices- with a focus on “Using Assessment to Drive Instruction”</li> <li>• Teachers utilize assessment information to inform daily intervention through Balanced Literacy/Mathematics components eg tiered lessons in Mathematics/Guided Math/ and data informed Guided Reading groups/Shared Text focus</li> <li>• Rigorous Balanced Literacy Components evident in each classroom: Guided Reading, Shared Text, Read-Alouds, Independent Reading, Modeled Writing, Independent Writing, Word Study</li> <li>• Rigorous Balanced Mathematics instruction evident in every classroom: Tiered differentiated Workshop Model lessons, Guided Math using assessment to inform groupings of students and appropriate activities, CCLS aligned problem solving, Number Talks</li> <li>• Time scheduled with Literacy Coach/Consultants and Math Consultant for developing next steps within Balanced Literacy/Math components, utilization of data during conferencing, planning units of work and accounting for all students’ writing needs through differentiated activities</li> <li>• Teachers work in grade level teams to adjust curriculum maps to align to Balanced Literacy/Balanced Mathematics</li> <li>• Small group strategy/Guided Reading/Guided Math lessons utilize data to meet specific instructional needs of students</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Revise Whole School Assessment Frameworks in Literacy and Mathematics embedding revised,</li> </ul>	<p>Teacher Teams/Cluster Teacher Teams</p> <p>Teacher Teams/Cluster Teacher teams/Professional Learning Team/Math Consultant</p> <p>Teacher Teams/Cluster Teacher Teams/Professional Learning Team/</p> <p>Studies Consultant/Literacy Consultant</p> <p>Teacher Teams/Cluster Teacher teams/Professional Learning Team/ Studies Consultant/Literacy Consultant</p> <p>Teacher Teams/Cluster Teacher teams/ Professional Learning Team/ Technology</p> <p>Teacher/Technology consultant</p>	<p>July 2015- June 2016</p>	<p>Teacher/Professional Learning Team</p> <p>Principal/Assistant Principal/Literacy Coach/AIS Teacher (Reading)/Reading Recovery</p> <p>Teacher/Professional Learning Team</p> <p>Principal/Assistant Principal/Teacher/Professional Learning Team</p> <p>Principal/Assistant Principal/Literacy Coach/AIS Teacher (Reading)/Reading Recovery Teacher</p> <p>Principal/Assistant Principal/Literacy Coach/ Professional Learning Team</p> <p>Principal/Assistant Principal/Literacy Coach /Professional Learning Team</p>
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rigorous tasks and rubrics aligned and embed Rtl assessment types- Universal Screening and Progress Monitoring

- Teacher Teams to check for rigor of all assessment tasks using Webb’s Depth of Knowledge
- Embed these refined assessments in the new CCLS aligned curriculum map
- Develop and establish Local and State Measures with MOSL Teacher Team
- Monitor implementation of MOSL assessments
- Facilitate collaborative scoring of MOSL assessments(K-2 Running records) to calibrate professional judgments

**b) Mathematics**

- Collaboratively develop, implement and monitor data-informed professional learning action plan for K-5 Math consultancy to ensure alignment to annual school goals/school and MOTP data and focus on data-informed effective teaching and learning of Mathematics
- K-5 teachers to embed one integrated STEM unit aligned to both Math & Science standards
- Professional Learning sessions focused on Inquiry Work to address needs of SWD and ELL students, involving analysis of data, development and implementation of Math intervention plans to meet the needs of all learners
- Utilize “PS130 Math Handbook of Effective Teaching and Learning in Mathematics” (introduced in 2014/2015) to clarify high expectations
- Further embed K-5 CCLS aligned Cognitively Guided Instruction (CGI) story problems twice week with a focus on CCLS Math Practice of “Modeling with Mathematics”, to build deep understanding, fluency and coherency with reading, understanding, solving and representing all varieties of word problems. Ensure consistency of implementation through further professional

learning regarding Bar Models/Tape Diagrams to unpack problems

- Refine Number Talks further with a focus on Math Practice of “Modeling with Mathematics”, modeling the representation of students’ strategies as well as embedding various questioning and discussion techniques Example: Talk Moves to build student engagement and participation
- Collaborate with Math consultant to continue to implement PS130 Family Math newsletter three times year
- Investigate parent engagement Family Fridays with a focus on practical, hands-on family friendly Math activities to support students’ learning of Math at home and build parents’ knowledge of CCLS Mathematics content

**c) Literacy**

\*Grades 2-5- Professional Learning regarding Reciprocal Teaching strategies and implementation

**d) Social Studies/Science**

- K-5 grade level teacher teams to continue to revise, refine and evaluate the social studies and/or science based integrated units of study to ensure multiple entry points for learning to meet the varied needs of all students, especially students with special needs, as well as ensuring alignment to the Universal design for Learning model (UDL) and CCLS
- K-5 teachers to embed one integrated STEM unit aligned to both Math & Science standards

**e) Technology**

• Technology consultant to continue to support technology teacher in a) development of lessons, b) documenting and vertically aligning lessons, c) organizing and vertically aligning the K-5 Scope and Sequence, d) strategize on technical support challenges.

<ul style="list-style-type: none"> <li>• Professional Learning sessions with a technology consultant tailored to teacher’s identified needs</li> <li>• Assembly of a technology team working with a technology consultant and the literacy coach once a month to lead the collection and development of online curriculum in Google Drive, and turn keying skills to grade level colleagues.</li> </ul> <p>Streamlining of teacher process for uploading to class websites by parent volunteer and technology July 2015-June 2016</p> <ul style="list-style-type: none"> <li>• Technology consultant, and one-on-one support from parent volunteer.</li> <li>• Parent coordinator sending emails to parents encouraging following the school website .</li> </ul>			
<p><b>a) Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></p> <ul style="list-style-type: none"> <li>• End of unit Monitoring Progress and self-assessment sheets to go home to parents after each unit of work to inform student progress</li> <li>• Studies Celebrations- sharing and celebrating work achieved</li> <li>• Class websites informing parents of current units of work and Common Core Standards</li> <li>• Math Newsletter- further enhancing parents’ knowledge of CCLS</li> </ul>	Teacher Teams/Parents/Students	July 2015- June 2016	Teacher Teams/Principal/Assistant Principal/Literacy Coach /Professional Learning Team

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>Human Resources</u> : Literacy Coach, Literacy/Studies Consultants, Math Consultant, Technology Consultant, Technology Cluster Teacher</p>
<p><u>Instructional Resources</u> : PS 130 CCLS aligned curriculum and assessment documents, PS 130 Math Teaching and Learning Handbook,</p>
<p><u>Schedule Adjustments</u>: Common Preps scheduled, Lab sites for professional learning scheduled for Math and Literacy/Social Studies</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><b>The following progress monitoring is detailed on our "PS130 Progress Monitoring Checklist for 2015/2016" and includes:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Team to monitor their work three a year eg November/March/June and adapt planning as needed</li> <li>• Grade level teams to monitor their work weekly and upload agendas/minutes to Google Docs</li> <li>• Grade level teams to set norms for team work at beginning of year and monitor their own grade team’s progress in working collaboratively midyear/ eg: January and adjust work as needed</li> </ul> <p>External consultancies to monitor their professional learning action plans twice a year in consultation with Principal/Assistant Principal (that is,</p> <p><u>Mathematics:</u> Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: February 2016</p> <p><u>Literacy/Studies:</u> Mid point check-in with consultants as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: February 2016</p> <ul style="list-style-type: none"> <li>• <u>Technology:</u> Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: February 2016)</li> </ul>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

**The Quality School Guide 2014** indicated a **School Environment** score of “Meeting Target”.

The **Instructional Core** score in the Learning Environment Survey was 13.3. As well, the **Structures for Improvement** score was 10.7.

The **School Culture** score was 13.3. However, 68% of teachers felt that order and discipline are maintained at this school. Hence our work in 2014/2015 in Responsive Classroom Professional Learning for all staff to ensure cohesive and coherent behavior management practices across the school, building a supportive and positive classroom environment. This has included building teachers’ proactive behavior management skills and strategies. These skills are foundational to facilitating a supportive and positive school environment and climate which caters for all students’ academic as well as social and emotional needs.

- Data indicates need to further analyze the School Culture score of the 2015/2016 Learning Environment Survey to more accurately ascertain the needs of parents and teachers and ascertain progress observed by teachers and parents (Supportive Environment)
- Further analysis revealed concern of teachers in 2014/2015 was maintaining order and respect. (Supportive Environment, Collaborative Teachers)
- Our analysis of data reveals that while we have achieved much more consistency in behavior management strategies and positive supportive climates within classrooms and the school, we need to continue this work. This is particularly important with our split site occurring in 2015/2016 and the need for coherency and consistency in building a positive school culture across two buildings now is maintained. (Supportive Environment, Collaborative Teachers)
- Need to ensure Level 1 training for new teachers to school
- We needed to continue to build teachers’ and parents’ shared understandings of effective proactive and positive behavior management techniques, to develop “responsive classrooms” in every classroom in our school. This is important for new teachers and new parents to our school as well as reinforcing our work of 2014/2015 in building “responsive classrooms” in every PS130 classroom. (Supportive Environment)
- Need to continue student leadership forums (Supportive Environment)

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Supportive Environment: Annual Goal** By June 2016, 100% of all school staff will be trained in either Level 1 or Level 2 Responsive Classroom approach, with the focus being on continuing to develop and scaffold each child's social/emotional and academic development, further build all teachers' behavior management skills and ensure a whole school approach is developed and maintained.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>a) Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <p>b) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Continue reinforcing consistent school-wide positive behavior management strategies, focused on each classroom as well as for outside-classroom behaviors- Responsive Classroom practices</li> <li>• Ongoing Professional Learning on <u>Responsive Classroom</u> techniques for each classroom/cluster teacher/ paraprofessional (see Professional Learning Plan)</li> <li>• Training for all new staff members in Responsive Classroom</li> <li>• Follow-Up with implementation school-wide through actionable feedback during informal and formal observations</li> </ul>	<p>Teacher Teams/Cluster Teacher teams/ Professional Learning Team</p>	<p>Throughout year at selected dates</p>	<p>Principal/Assistant Principal/Literacy Coach/Responsive Classroom training personnel</p>

<ul style="list-style-type: none"> <li>• Develop and implement school-wide consistent “Behavior Improvement Plan, aligned to Responsive Classroom philosophy and principles</li> <li>• Continue to refine, revise and monitor behavior management practices to ensure common shared understanding and practices</li> <li>• Retreat- March/April for team to develop draft of Whole School Behavior Management Plan. Refine/edit and teacher team to present to whole staff on Chancellor’s Conference Day- June 2016 for whole school decision-making and consensus</li> <li>• Communication with parents- expectations- parents’ roles and responsibilities, model class meeting at first parent teacher conference</li> </ul>			
<b>c ) Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b>			
* Workshops on Responsive Classroom Practices for Parents	Parents and Teachers		Parent Coordinator/ Principal/ Assistant Principal/Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<u>Human Resources</u> : Responsive Classroom trainers											
<u>Instructional resources</u> : Responsive Classroom texts											
<u>Schedule adjustments</u> - Professional Learning organized for new teachers, allocation of professional learning through day for those teachers, paraprofessionals, cluster teachers unable to attend initial year’s training											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>The following progress monitoring is detailed on our “PS130 Progress Monitoring Checklist for 2015/2016” and includes:</b>
<ul style="list-style-type: none"> <li>• Professional Learning Team to monitor the Responsive Classroom professional learning work three times a year eg November/March/June and adapt planning as needed</li> </ul>

• Principal and Assistant Principal to monitor implementation of strategies with individual teachers through formal/informal observations throughout the year and ensure specific, targeted feedback

• External consultancies Example: Responsive Classroom personnel to monitor their professional learning action plan twice a year in consultation with Principal/Assistant Principal and adjust work according to teachers' needs

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

#### \*Conduct a comprehensive assessment of your school’s academic program

The School Quality Guide 2014 details the following diverse demographic data of our school:

- English Language Learners 16%
- Students with IEPs 18%
- Students with IEPs (less than 20% time with non-disabled peers) 0%
- Free Lunch Eligible 94%
- Asian 22%
- Black 11%
- Hispanic 34%
- White 28%
- Other 5%

The School quality Guide indicated our **total Student Achievement** score was “Meeting Target” with a score of 61.5. Our **total Student Progress** score was “Approaching Target” with a score of 33.4

**The 2014 Elementary School Quality Snapshot Student Progress** revealed our lowest performing students in Mathematics scored “Fair” in their progress and in Literacy, our lowest performing students scored “Poor” in their progress.

**The 2014 Elementary School Quality Snapshot “Closing the Achievement Gap” (p.4)** Literacy/Math scores indicates the degree to which the school is helping high-need students succeed. Our students’ scores as compared to other students who scored at the same level last year were as follows:

#### Literacy:

ELL’s “Good” SWD’s “Good”

#### Math

**ELL's "Fair" SWD's "Fair" Lowest Performing "Fair"**

\* **Summary and Identification of Priority Needs:** This data indicates need to continue to build coherent and consistent implementation of Literacy and Math assessments and build teachers' professional judgments and consistency in scoring assessments. Data also indicates need to continue to focus on differentiation, particularly for ELL's, SWD's and Lowest Performing sub groups and using 2015/2016 instructional focus of "using assessment to drive instruction" as a vehicle to meet all students needs.

Driven by the teacher led professional learning team, we need to focus on utilizing teacher teams (grade level and vertical) to build shared understandings of effective differentiation across content areas and further build teachers' content and pedagogical knowledge.

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Collaborative Teachers: Annual Goal** By June 2016,100% of teaching staff will work in grade teams to look at student work and assessments (formative and summative) across the curriculum to plan for targeted and differentiated instruction for all students, and will engage in collaboratively planned professional learning to deepen their understanding and strengthen their practice.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Professional Learning Team to lead the planning of all professional learning aligned to each of CEP goals</li> </ul>	<p>Teacher Teams/Cluster Teacher teams/ Professional Learning Team</p>	<p>July 2015/June 2016  June 2015</p>	<p>Principal/Assistant Principal/Literacy Coach/ Professional Learning Team/AIS Reading teacher/ Reading Recovery teacher/</p>

<ul style="list-style-type: none"> <li>Monday professional learning of teacher teams focused on “Looking at Student Work” sessions, using data to drive more specific and targeted intervention daily. These cycles will be determined by teachers’ analysis of data in literacy and Math to build efficacy and teacher empowerment in decision-making in professional learning.</li> <li>Book Clubs to continue, focusing on building all teachers’ content and pedagogical knowledge</li> <li>Work in grade level teams to build understanding of: <ul style="list-style-type: none"> <li>- using literacy data eg running records and miscue analysis to inform next steps in targeted and effective literacy instruction to best meet the specific needs of all students</li> <li>-using math data to inform next steps in targeted and effective math instruction to best meet the specific needs of all students</li> </ul> </li> <li>Professional learning with external consultancies focused on building teachers’ content knowledge and crafting effective pedagogy to meet the needs of ALL learners, particularly ELL’s and SWD’s. These cycles will incorporate and embed PS 130’s instructional focus of “Using Assessment Data to Drive Instruction”, aligned to Danielson’s component 3d on the Teaching Effectiveness Framework</li> <li>Continue professional development support for Special Education teachers (Integrated Co-Teaching Teams, paraprofessionals, and support providers) in order to strengthen instruction and improve outcomes for Students With Disabilities (SWD’s)</li> <li>All teachers to be invited to staff retreat focused on whole school strategic planning to empower distributive leadership in decision-making processes</li> </ul>	Principal/Assistant Principal/Teacher Teams/Cluster Teacher Teams/ Professional Learning Team/Literacy Coach/ AIS Reading teacher/ Reading Recovery teacher Team	Staff Retreat  Mid year review of CEP- Staff- January  May/June 2016 Staff Retreat	External consultancies to implement as specified/  Principal/Assistant Principal/Professional Learning Team
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<p>Strategies to promote teacher-parent collaborations to improve student achievement</p> <ul style="list-style-type: none"> <li>• Grade teams to plan collaboratively for Family Fridays to share current teaching and learning experiences and processes.</li> <li>• Each teacher within grade team to send home end of unit monitoring progress sheets to parents</li> <li>• Class websites- informing parents</li> <li>• School website</li> </ul>	<p>Grade level Teacher Teams/Cluster Teams/Parents</p>	<p>September2015 /June 2016</p>	<p>Principal/assistant Principal/Professional Learning Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><u>Human Resources</u> : Literacy Coach, Literacy Consultants, Math Consultant, Technology Consultant, Technology Cluster</p>											
<p><u>Instructional Resources</u> : PS 130 CCLS aligned curriculum and assessment documents, PS 130 Math Teaching and Learning Handbook, Rubrics from Danielson’s Teaching Effectiveness Framework, NYCDOE Professional Learning Handbook, Power of Teacher Teams (Bowles &amp; Troen)</p>											
<p><u>Schedule adjustments</u> : Common Preps scheduled, Lab sites for professional learning scheduled for Math and Literacy/Social Studies</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><b>The following progress monitoring is detailed on our Progress Monitoring Checklist for 2015/2016:</b></p>
<ul style="list-style-type: none"> <li>• Professional Learning Team to monitor their work three a year eg November/March/June and adapt planning as needed</li> <li>• Grade level teams to monitor their work weekly and upload agendas/minutes to Googledocs</li> <li>• Grade level teams to set norms for team work at beginning of year and monitor their own grade team’s progress in working collaboratively midyear eg January and adjust work as needed</li> </ul>

• External consultancies to monitor their professional learning action plans twice a year in consultation with Principal/Assistant Principal

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

#### **Conduct a comprehensive assessment of your school’s academic program**

**The Quality School Guide 2014** : Responses from teachers on the Learning Environment Survey indicated

the need for further involvement and awareness of strategic decision-making. Teacher leadership has been steeped in a history of ongoing development at PS130 and there is a need to refine these processes further to maximize teacher involvement and efficacy. In 2014/2015 we established the Professional Learning Team and empowered them to lead strategic planning.

#### **Summary of School’s Strengths and Needs**

- Continue to build school culture through collaborative decision-making and empowering further teacher leadership (Effective School Leadership)
- Continue to document phases of building teacher leadership at K130 with teachers (Effective School Leadership)

Staff Retreat to empower teacher team to lead other teachers in monitoring of CEP/Strategic Plan and development of 2015/2016 plan, incorporating new school site (Effective School Leadership)

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Effective Leadership: Annual Goal** : By June 2016, continue to strengthen whole school distributive leadership structures and processes involving teachers, students, coaches, administrators and parents.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Continue to refine processes of teacher leadership within Professional Learning Team- clarify roles and responsibilities, develop norms for meetings and work, document teacher leadership processes in strategic planning/decision-making, moving to Phase 2 of Strategic Planning Processes led by vertical teacher team- use of retreat to begin</li> <li>• Staff retreat to empower Professional Learning Team the opportunity to engage in whole school strategic decision-making, based on “Framework for Great Schools” (NYCDOE) components. Strategies developed to share with all staff for feedback</li> <li>• Grade Level Teacher Teams- every team to establish norms for working together collaboratively on Monday and Tuesday professional learning time, monitoring professional learning cycles and adjusting/adapting as needed</li> <li>• Professional Learning Teacher Team to lead development of whole school proactive plan, embedding Responsive Classroom Practices and empowering teacher leadership in strategic decision making</li> </ul>	<p>Professional Learning Team</p> <p>Grade level teacher Teams</p> <p>Behavior Management Team</p>	<p>June 2015- June 2016</p>	<p>Professional Learning Team</p> <p>Grade level teacher Teams</p> <p>Behavior Management Team</p> <p>Principal/Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources : Professional Learning Team/ Grade level teacher teams/ Behavior Management Team

Instructional Resources : Professional learning Handbook, Setting norms and protocols for Inquiry work information, Responsive Classroom Course texts

Schedule adjustments : Organize Behavior Management Professional Learning for new teachers/staff and ongoing learning required for teachers trained last year- venue/facilitation etc

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**The following progress monitoring is detailed on our Progress Monitoring Checklist for 2015/2016:**

February 2016 : Mid year check-in with each group as to progress to date

Professional Learning Team - three times year as to progress of CEP/Strategic Plan; leading staff in planning whole school strategic plan/CEP/documentation of teacher leadership processes & Professional Learning Team- interim check-ins each month with progress of grade level teacher team inquiry work

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

#### \* Conduct a comprehensive assessment of your school’s academic program

- **2014 School Environment** score indicated that while 96% of parents were satisfied with the education their children were receiving, 89% of parents felt that the school offers a wide enough variety of courses, extracurricular activities and services.
- There are a great range of extra-curricular activities and services available at PS130 so there appears to be a need to further build and strengthen our communication in a variety of ways

#### Summary of Strengths and Needs

- Need to deepen our communication with parents- consider deepening use of technology, parent engagement sessions with teachers on Tuesday afternoons, monthly Family Fridays (Strong Family/Community Ties)
- Communication considerations with new school site and ensuring clear transparent communication with parents and community for whole school across two sites (Strong Family/Community Ties)

Need to ensure continued strong communication with parents of at-risk students to form trusting, respectful relationships both focused on improving student outcomes academically, socially and emotionally (Strong Family/Community Ties)

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Strong Family/Community Ties: Annual Goal** : By June 2016, empower parents at PS130 to create collaborative groups that increase participation in, and support school wide initiatives to ensure coherence and clear communication with the new split site.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Introduce and implement monthly Family Fridays at both school sites and established by grade level and school wide teacher teams</li> <li>• Google doc site will be further strengthened so that parents can access it more freely (see Rigorous Instruction- Literacy Media Technology section)</li> <li>• Parent Coordinator/Curriculum Teas/Classroom Visits/Class Parent breakfast/Parent Appreciation Day breakfast</li> <li>• Collaboratively work to establish /continue increased number of specific Parent Committees eg Gardening, Fifth Grade, Music, Nutrition, Enrichment</li> <li>• Collaborate with parents in marketing school “One 30, One School”, particularly cognizant of new split site</li> <li>• Curriculum night- all teachers to model Class Meetings with Parents as introduction to Responsive Classroom</li> <li>• Building walk through with SLT And PTA executive board (approx. 10 parents) to share effective instruction in building and to ground parents in the reality of our practice in core instructional model – witness first hand implementation of integrated units/ Math instruction/ ESL/ resource room/OT and PT /Orton Gillingham/ Reading Recovery</li> <li>• Cooper Union- 5<sup>th</sup> Grade to go to Cooper Union and tour university; Engineering students to come into school</li> <li>• Technology cluster and technology consultant to lead the ongoing updating of the PS 130 website to ensure greater</li> </ul>	<p>PS130 students, staff &amp; parents</p>	<p>September 2015-June 2016</p>	<p>PS130 Staff and administrators</p>

<p>communication with parents electronically, incorporating variety of multi-media tools</p> <ul style="list-style-type: none"> <li>• Class webpages for every class, maintained and regularly updated with current curriculum focus, class celebratory activities, parent invitations etc.</li> <li>• Parents involved in/informed of decision-making processes with students with IEP's: programming adaptations, IEP goals and achievements, and involved in planning next steps</li> <li>• Close liaison with parents to monitor each student's progress</li> <li>• Meetings with every parent of child with IEP, by October 2015</li> <li>• Ongoing progress monitoring meetings through year</li> <li>• Build student leadership further through implementing (and continued development of) student- developed school newspaper " <i>The Parkside News</i> "</li> <li>• Develop and implement CCLS Family Math Newsletter- three times year</li> </ul>			
<ul style="list-style-type: none"> <li>• Ongoing parent engagement in establishing new 3-5 school site K437</li> <li>• In response to parents' requests, increase number of Math Parent Workshops</li> <li>• Increase number of workshops specifically for parents of children with IEP's</li> <li>• Multi-layered Parent workshops (linked to annual goals)- ARIS Parent Link, Learning Leaders (4 workshops for parents to become parent volunteers), ESL parent orientation workshop, Technology, 2 open houses for Kindergarten, every month parent breakfast with principal and PTA recap, Middle School (2 sessions), K437 – Middle School options with new school, new Positive Behavior Management- Responsive Classroom, ELA Parent workshop, Math Parent workshop, Science PD</li> </ul>	<p>Principal, assistant Principal, Parent Coordinator,  Parent Committees</p>	<p>August 2015- June 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources : Parent Coordinator, parent volunteers, Learning Leaders, Community Resources,

Instructional Resources: Technology cluster/technology coordinator with parent coordinator regarding website,

Schedule Adjustments : Close liaison with parent coordinator to organize schedule of workshops, breakfasts,

- organization of all other breakfasts/meetings/curriculum teas/class celebrations on school-wide calendar for transparent communication

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016: School Leadership Team’s Mid Year Survey with parents to check on progress and needs, including “Learning Environment” items

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA formative and summative assessments are used to determine eligible students for AIS intervention services	For students in first and second we offer F & P Literacy Intervention Program, Wilson, Reading Recovery and Orton-Gillingham  For students in grades three, four and five we offer F & P Literacy intervention program, Wilson and Orton-Gillingham	For students in first and second we offer F & P Literacy Intervention Program, Wilson, Reading Recovery and Orton-Gillingham  For students in grades three, four and five we offer F & P Literacy intervention program, Wilson and Orton-Gillingham	Intervention services are offered both during the day as a pull out program and afterschool.
<b>Mathematics</b>	Math formative and summative assessments are used to determine eligible students for AIS intervention services	Number Talks, Cognitive Guided Instruction story problems, Guided Math	Intervention services are offered to students in small group setting	Intervention services are offered afterschool
<b>Science</b>	ELA formative and summative assessments are used to determine eligible students for AIS intervention services	Fourth grade Science curriculum and FOSS Kits	Intervention services are offered to students in small group setting	Intervention services are provided to fourth grade students after school
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PPC committee recommendation, Teacher recommendation	Counseling	Intervention services are offered one to one or small group	Intervention Services are provided during school

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We have long been committed to teacher leadership and empowering a collaborative professional learning community which has resulted in high teacher retention rate. Our teacher candidates are recommended by school staff, parents, consultants and colleges. We have a three tier interview process: Candidate is first interviewed by administration, we follow up with a demonstration lesson and finally candidate is interviewed by our hiring committee.</p> <p>We promote retention by offering all our teachers professional growth opportunities both in house, through consultancy and teacher teams as well as Professional Development from outside organizations, inter visitations, and more. Administration also encourages teacher initiative in pursuing self-selected professional learning opportunities.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>This year, professional learning at PS130 will exemplify the principles and guidelines in "A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation" (NYCDOE)</p> <p><b>A range of professional learning designs will be utilized, including:</b></p> <ul style="list-style-type: none"> <li>i) Studying student work</li> <li>ii) Analyzing teacher feedback</li> <li>iii) Professional book study</li> <li>iv) Online courses</li> <li>v) Seminars/trainings &amp; conferences</li> <li><b>vi) Professional Learning Opportunities for Collaborative Planning for Curriculum,</b></li> </ul>

## **Instruction & Assessment**

- a) Curriculum mapping
- b) Analysis of curricula across grades
- c) Integrated curriculum planning
- d) Curriculum adaptation planning
- e) Planning specific instructional strategies across the curriculum
- f) Planning common assessments
- vii) Lesson study

## **viii) Professional Learning Opportunities for Coaching and Peer Observations to Refine and Sustain Learning**

- a) Peer or collegial mentoring
- b) Inter-visitation and intra-visitation
- c) Video sharing of lessons
- d) Mentoring student teachers/graduate students
- e) Coaching, scaffolding/mentoring

## **ix ) Professional Learning Opportunities for Making Learning Public**

- a) Writing & publishing reports on learning through blogs and other platforms
- b) Presenting work to internal & external groups
- c) Creating & analyzing portfolios
- d) Designing & implementing PL workshops
- e) Sharing adult learning with students' families

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

N/A

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

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

N/A

#### Part 4: SWP Schools Only

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

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

Our Pre-K curriculum is aligned with the rest of the school, Pre-K teachers participate in school wide professional development and students participate in all school wide activities and services available at the school. Pre-K parents also participate in all school wide activities, classroom activities and are welcome to become class parents and volunteers.

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

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

Our assessment selections have changed organically. For the past 10 years we have selected and performed math and literacy assessments. Teachers analyzed the results of the assessments and communicated their need to change them because the assessments we had did not fully evaluate well our students' learning and did not align to our curriculum and standards. For literacy we used TC running records and writing on demand, in math we used the Every Day Math end of unit assessment

Currently our teachers have selected and use F & P Benchmark reading assessment and we are currently learning to use First Steps writing continuum to analyze student writing. In math we are currently using ECAM, Exemplars, end of unit tasks as well as addition, subtraction, multiplication, division interview sheets and Cognitive Guided Instruction word problems.

In the words of one of our teachers, our assessment model has grown out of trial and error; seeing which assessments align with our instructional focus, what the assessments teach us about student learning, and provide the basis for next steps.

##### **Using Assessment to Adjust Instructional Goals and Professional Development Goals:**

- **Writing Instruction:** Consistent feedback from the PD Committee, teacher teams, and assessments highlight the need for a school-wide focus on writing instruction. This is evidenced by student work samples across the grades, and in conversations with grade representatives on the PD Committee, as well as with individual teachers in their IPC conferences. We have hired a writing consultant who will work in cycles of 5 days with teacher teams in a lab site format, with our aim being to develop cohesive practices around looking at student writing to inform instruction.

- **Reading Assessments:** We moved from TC benchmarks assessments to F&P Assessments after purchasing the F&P Literacy Intervention Kits for all grades for use in Guided Reading instruction. Beginning in 2012, one of our instructional focuses was Guided Reading. Extensive professional development in the use of the LLI kits, as well as in the F&P Benchmark Assessments was provided to all grade teams by our in-house Literacy Coach over the course of

two years (grade teams meetings, 1-1 coaching and demonstration, curriculum and assessment documents outlining specific protocols and procedures). Formative assessments are conducted throughout the year in the form of Guided Reading observational notes, as well as Independent Reading Conferences during which modified running records are taken on children’s reading behaviors. The impact of this work to date is evidenced in the instructional shifts in the Reading Workshop. In addition to focused mini-lessons on reading strategies and skills, teachers plan for guided reading groups each day, in addition to purposeful, differentiated literacy centers that students work in independently while teachers work with small groups. Prior to this, instruction was focused on whole group lessons, leading immediately into independent or partner practice, bypassing the “guided” instruction portion of the balance literacy model .

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	606,142.00		
Title II, Part A	Federal	127,079.00		
Title III, Part A	Federal	14,912.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,925,346.00		

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

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent**

**Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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### **Parent Involvement Policy (PIP) Template**

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 130K The Parkside School</u>	DBN: <u>15K130</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

The Title III program at P.S. 130 provides supplemental instruction to English Language Learners in an after school program. It includes two trips that will take place on Saturdays in the Spring from 9:00 am-1 pm. The after school program will service approximately 80 ELLS at a time, in four different cycles of 20 students each. Two ESL certified teachers will provide direct instruction to 20 ELL's. Student groups have been differentiated by ESL proficiency levels and ELA reading and writing levels. The cycles will last for approximately six weeks, and will meet two days a week. (Grades grades 4-5, Grades 2-3, 1st grade, Grades 4-5). There will be one group of beginner students and another group comprising of intermediate and advanced students that will meet twice a week (Wednesdays and Thursdays) from 2:40-4:10 for 46 sessions from November 2014 through May 2015. The focus of the instruction will be literacy with the intent of improving the students' language skills, specifically in the areas of reading and writing. The ESL teachers use the materials from our social studies integrated units of study whose themes will be used for the enrichment purposes during our afterschool program. Immigration and New York City will be two of our focused areas of study. We will be using books related to the themes of immigration and New York City, and will incorporate ESL strategies. We will also be utilizing the Imagine Learning program which offers differentiated and personalized instruction for English Language Learners. The afterschool program will be supplemented with two Saturday trips. Both trips will be aligned to the afterschool curriculum. One Saturday trip will be to the Lower East Side Tenement Museum and the other will be to the Museum of the City of New York. Both of the trips will be aligned to the professional development and instructional practices of the two Title III teachers.

## 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: \_

The two ESL teachers (Patricia Brown and Kathleen LaGreca) that will be teaching the after school program and facilitating the two day trips will be attending Professional Development sessions that will assist them in teaching the students about immigration and the city of New York.

November 4, 2014 (9:00am -3:30 pm) – The Tenement Museum – Chancellor's Day Cultural Adaptation Workshop.

December 2, 2014 - The Museum of the City of New York – Archeology in New York (9:00 am-3:00 pm) 2 Teachers.

April 17, 2015 – The Museum of the City of New York – The Ashcan School in N.Y. (9:00 am-3:00 pm) 2 Teacher.

June 4, 2015 - The Museum of the City of New York - Activist New York Engaging Students with the City Museum and Facing History and Ourselves (9:00 am-3:00 pm)

4 Teacher Workshops - Reading Strategies for ELLS Study Group – provided by Pat Brown and Katie Lagreca (certified ESL teachers) Teachers will participate in a study group, reading and discussing a book

### Part C: Professional Development

related to pedagogy and English Language Learners and sharing best practices.

Once a month from December to April (2 Mondays from 3-4) (2 common preps for 50 minutes each.)

(\$42.08 x 7 teachers x 2 = \$589.12)

Monday, January 12, 2015 from 3-4

Monday, February 12, 2015 from 3-4

Tuesday, March 17, 2015 from 8:20-9:10

Tuesday, April 21, 2015 from 8:20-9:10

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### 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: Morning Workshops for Parents once a month – 45 minute sessions

Friday, December 20, 2015 from 7:45-8:30

Friday, January 17, 2015 from 7:45-8:30

Friday, February 13, 2015 from 7:45-8:30

Friday, March 20, 2015 from 7:45-8:30

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Topics are:

- Reading to your child (A workshop for parents of kindergarten and first grade students to assist them with reading strategies that they can use with their children.)
- Technology Resources for Ells (An interactive workshop for parents of students in grades 2-5 to support the use of educational technology in the home. The ESL teachers will be available to demonstrate the use of technology and assist the parents with practicing the skills needed to use the computer programs at home with their children.)
- Imagine Learning Progress Report (for grades 2-5 parents of ELLs who have been using the Imagine Learning computer program to let them know what their students are learning in the program and how they are progressing.)
- Practicing Storytelling for the NYSESLAT (for grades 2-5 parents of ELLs to help them with activities and strategies that they can use to improve their child's listening and speaking comprehension, which will help them prepare for the NYSESLAT.)

Workshops will be conducted by two ESL Certified teachers, Katie LaGeka and Patricia Brown. Principal, Maria Nuziata, will supervise parent activities.

\* Paraprofessional(s) will be utilized for translation services if necessary.

Parents will be sent an invitation home (backpacked with students).

**Part E: Budget**

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

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

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