

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

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

**28Q082**

**School Name:**

**P.S. 082 HAMMOND**

**Principal:**

**GRISSEL RODRIGUEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Hammond School School Number (DBN): 28Q082  
Grades Served: K – 5 and special educations  
School Address: 88-02 144<sup>th</sup> Street, Jamaica, NY 11435  
Phone Number: 718-526-4139 Fax: 718-297-0290  
School Contact Person: Grisel Rodriguez Email Address: grodriguez11@schools.nyc.gov  
Principal: Grisel Rodriguez  
UFT Chapter Leader: Ms. Maria DiFava  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Cecilia Arias  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 28 Superintendent: Ms. Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd., Jamaica NY 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718-557-2618 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Ms. Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd. -4th floor Ozone Park NY  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 917-520-6743 Fax: 718-281-3509

## 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. Grisel Rodriguez	*Principal or Designee	
Ms. Maria DiFava	*UFT Chapter Leader or Designee	
Ms. Silvia Barahona	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Fany Mojica	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Jennifer Vitale	Member/ Teacher	
Ms. Sheena Lightell	Member/ Teacher	
Ms. Dorrset Larmond	Member/ Teacher	
Ms. Sandra Perez	Member/ Parent	
Ms. Esmeralda Tzunun	Member/ Parent	
Ms. Fatima Romero	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

P.S. 82 Queens is a diverse educational community that services a multi-ethnic community in Jamaica, Queens. Our school is located in a densely populated neighborhood comprised of apartment houses and private homes. This school services 657 students in kindergarten through fifth grade. We are an overcrowded school working beyond capacity. As a result, our kindergarten is housed at an Annex located one mile from our main building. The majority of our students and their families are newly arrived immigrants from Central and South America, the Caribbean, Guyana, and Asia. The vast majority of our students come from low-income homes, which has enabled P.S. 82 Queens to be classified as a Title I and Universal Meal Program school. The Universal Meal Program entitles all our students in the main building to be eligible for free lunch. Our school is very well maintained and barrier free. In both the main building and the Annex, student work is displayed for the school community and visitors to view.

According to the 2014/2015 P.S. 82Q School Quality Snapshot our demographics are; 64.0% Hispanic, 26% Asian, 6% Black and 2% White. In addition, 7% students with special needs and 30% are English as a New Language Learners. Among these students, the dominant language is Spanish; other languages include but not limited to Bengali, Urdu and Arabic.

Our vision is to provide students with the skills and critical thinking ability to problem solve, which are the integral components necessary to begin the journey as successful and competitive individuals in a highly technological society through the collaborative and cooperative efforts of teachers, parents, community and the school leadership.

Our mission is that all students will be endowed with the reading, writing, speaking, listening and critical thinking skills necessary to be successfully competitive in their community and the world at large. This will be accomplished through the collective, collaborative and cooperative efforts of teachers, parents and school leaders. Teachers will be afforded the opportunity to continue as life-long learners through ongoing development of their pedagogical skills, fostering intellectual inquiry and a commitment to creating an environment for sustainable student learning. Workshops will be provided to support parents in expanding their academic awareness of educational paradigm shifts and curricular area skill training, which will enable them to give assistance to their children thus partnering with the school to continue student learning at home. These workshops will enable parents to continue as examples of life-long learners for their children.

PS82 will support the six elements of the **Framework for Great Schools** with the following programs and initiatives:

Rigorous Instruction – Through the guidance of administration and through the principles of distributive leadership, teachers will unpack the standards using a protocol and guide instruction through the development of “I Can” statements. Teachers will use pre and post benchmark and unit assessments to analyze students progress against specific targets. Teachers will utilize the Hess/Webb Cognitive matrix to ensure high-order and rigorous tasks. UDL techniques and differentiated small groupings will be embedded in the units/lessons to ensure different points of entry and access for all learners. Teachers will use the Cycle of Learning throughout the instruction process.

Supportive Environment – Teachers will utilize the Danielson Framework to create a safe and supportive environment. Students that require support will be given RTI interventions. In addition, there will be AIS after school support and an ENL Saturday Institute offered throughout the year. Creative scheduling is being used to provide additional support to new teachers and end entering and emerging ENL students. Other programs will be utilized to support the “whole child”

including Swim for Life, Ballet Tech, Residential Arts programming, Mighty Milers, and student soccer teams. Positive behavior initiatives will be supported by a school-wide PBIS program.

Collaborative Teachers – All teachers belong to horizontal and vertical teams in the spirit of distributive leadership. Horizontal teams include Literacy lead teachers, Writing lead teachers, Math lead teachers, Grade leaders, and Core Instructional lead teachers. There are vertical teams across the grades with the inclusion of the cluster teachers. Other collaborative groups include School Leadership team (SLT), PBIS team, Professional Learning Committee, School-wide Implementation Team (SIT), MOSL committee, Instructional Committee, Consultation Committee, Sunshine Committee, and an ENL vertical team.

Effective School Leadership – Principal will utilize a needs assessment completed by teachers, Advance, and student data to create a professional development plan, which is aimed at nurturing and enhancing staff pedagogy. As a result, these efforts will impact student achievement. In addition, the Principal – in collaboration with School Leadership interns – created a New Teacher Institute to develop new teachers, that includes monthly learning sessions for non-tenured teachers. The instructional cabinet (Principal, Assistant Principals and Literacy Coach) meet on a weekly basis to monitor school's progress against established goals.

Strong Family-Community Ties – Through analysis of a needs assessment completed by parents and the 2014-2015 NYC School Survey, a yearlong professional development plan has been created throughout the year to support parents. These programs include Common Core workshops for parents, ELA workshops, Math workshops, and strategies to support students with disabilities. Family programs will include Family Math Night, International festivals, Saturday ENL Academy for parents and children to learn collaboratively, and Mighty Milers races and citywide competitions. Soccer competitions between student teams and staff, will allow for student/teacher and family engagement. In addition, community resources will be used to help families, such as presentations from local community organizations. Monthly newsletters and calendars will be circulated by the school as well as from the individual grades as a means of communicating with the parents.

Trust – There is an open door policy where feedback is encouraged and collaborative solutions are reached. With the goal of building trust and a sense of community, teachers and staff efforts will be recognized and acknowledged through weekly newsletters and assemblies. All questions and opinions are highly valued by the Principal. All stakeholders will be involved in creating a shared vision for the school – including teachers, staff, parents, outside community, and students.

## 28Q082 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	656	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.2%	% Attendance Rate		93.9%
% Free Lunch	87.0%	% Reduced Lunch		6.0%
% Limited English Proficient	28.2%	% Students with Disabilities		15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		7.2%
% Hispanic or Latino	60.0%	% Asian or Native Hawaiian/Pacific Islander		30.9%
% White	1.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
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)	0.2%	Average Teacher Absences (2013-14)		7.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.2%	Mathematics Performance at levels 3 & 4		17.2%
Science Performance at levels 3 & 4 (4th Grade)	75.0%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

An analysis of the 2014/2015 Quality Review 2014/2015 Principal Performance Observation, supported by the 2014/2015 Quality Review, has indicated a greater need for consistent student differentiation of instruction based on student data. It was noted that there was a need to consistently challenge students at their entry points. Additionally, greater differentiation within the flexible groupings which includes lowest and/or highest performing students in order to provide appropriately challenging tasks needs to be consistent school-wide. Currently differentiation of instruction is not executed consistently using student data. It can be observed in one classroom through small group activity and not observed in a classroom of the same grade. Presently lessons are generally executed as whole group which does not afford students of various academic levels the opportunity to be suitably challenged or garner understanding on their functioning level. Additionally, there is a noticeable lack of higher order questioning and assigned tasks which would foster critical thinking and extend thinking maximizing student learning.

**Strengths:** The key data points below highlight some of the impact of our strengths as noted by reviewers or evidenced in student achievement:

ü **Quality Review Findings 2014-2015:** Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking, participation and ownership.

ü As a result, classes are student-centered with teachers working with small groups as needed. Furthermore, all students are articulate, highly conversational about their work and next steps, and take ownership of their learning.

ü **Quality Review Findings 2014-2015:** The school consistently uses and adjusts curricula-aligned assessment practices, grading policies and pedagogical strategies that focus on checks for understanding to create a clear portrait for students and staff regarding student progress.

ü Data-driven decisions lead to rigorous curricula adjustments at the teacher and classroom levels, and student self-assessment tools guide instructional decisions and provide clear and actionable learning targets for all learners.

**Needs:** Although it was noted in our 2014/2015 Quality Review that there was alignment to the curricula across the vast majority of classroom, it was noted that the school lacked consistency in providing sufficient rigor within the small flexible groups. This was most notable in the higher performing groups, which showed an indication, that the teachers’ ability to analyze student data did not translate into increased rigor both across horizontal and vertical grade levels.

The key data points below highlight some of the impact of our challenge noted by reviewers or evidenced in student achievement:

ü **Quality Review Findings 2014-2015:** The school needs to update their curriculum plans to strategically integrate the instructional shifts to help build coherence and rigor across all grades and all subject areas.

ü **Quality Review Findings 2014-2015:** While the school has created tasks that require students to explain the learning target for each lesson, some of these tasks are not always created to allow additional Universal Design for Learning (UDL) supports for English language learners and students with disabilities or to challenge advanced learners as needed.

ü **Quality Review Findings 2014-2015:** The school needs to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards.

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of students in grades K-5 will move 1 performance level on an ELA Performance Task which is aligned to a Common Core Learning Standards rubric, and will be measured over time using on-going performance task and benchmark assessments.

**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 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>Researched based Instructional Programs</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration</p>

-Teacher teams will adopt the Hess Cognitive Matrix- Using Webb's Depth of Knowledge, as a school wide tool to guide them in defining and creating rigorous and tiered task.

-Teacher teams will use Making the Most of small Groups- Differentiation for All by Debbie Diller to unpack selective chapters that will develop their ability to map out their small group framework/time schedule

-Teachers will use a Common Core aligned curriculum "Ready Gen" to guide their instruction. Research based strategies, leveled text and guided reading text will be used to supplement this curriculum when necessary.

-Teachers in Grades 3-5 will use a researched based Common Core aligned program "I-ready" to administer mock assessments twice a year and set individual student and grade goals. Teachers in Grades K-2 will use their Fountas and Pinnell miscue analysis to identify three learning targets, which will be used for targeted instruction. These assessments will be used to measure students progress towards meeting grade aligned CCLS, in addition to the Ready Gen unit exams and performance task. Specific benchmarks will be set for the administration, collection and analysis of data, through the use of data sheets.

-School wide data sheets will be collected by administration four times a year, teacher teams will use this data as a tool to monitor, review and revise curricula and instruction.

Cycles of Informal and Formal observations will take place in order to monitor pedagogical practices and assess student learning. Meaningful and differentiated feedback will be provided to teachers with clear next steps and time-frames for improvement.

Inter-class visitations and demo lessons will be scheduled to support teachers pedagogical practices and allow teachers to share best practices for established

Professional Development-

Teachers will attend a series of professional development sessions across vertical teams in which they will go through the cycle of learning. The sessions will include:

- Analyzing school wide data (2015 ELA and Math) data through the use of a protocol.
- Identifying trends in strengths and needs across the school
- Selecting learning targets for each grade, based on their data analysis
- Learning how to unpack the Common Core Learning Standards and developing learning objectives, using specific researched based strategies through the use of the book The Common Core Companion: The Standards Decoded.

-Teachers will use this knowledge to unpack the standards of their learning targets, and align these targets to their Ready Gen Curriculum.

-Teachers will use a protocol to review and analyze the sample released questions of the NYS .ELA exam. They will review these reading selections, along with the questions and then review, revise and refine their units of study, embedding these types of questions and some anchor text.

-Teachers will then receive professional development on Defining Rigorous Instruction. They will use this information to help them in creating task which differentiate for multiple entry points, (Low, Mid, High) groups, with scaffolds for ENL students and S.W.D.

The literacy coach will provide a series of professional development sessions to teachers on the purpose, administration of assessment and miscue analysis of data for Fountas and Pinnell running records. This data will then be used to help teachers identify students needs and plan small group center activities.

A vertical ENL and RTI team will be established. The ENL team will meet bi-weekly to review the ENL regulations,

<p>CCLS rubrics, language progressions, and their alignment to the CCLS, as they support the new mandates of CR-Part 154.</p> <p>-Team members will attend on-going professional development offered by the Borough Field Support Center (BFSC) and turnkey this information to staff.</p> <p>-A Ready Gen consultant will be employed to assist teachers with the planning of units and guided reading, through the use of the Workshop model.</p> <p>The RTI team will meet bi weekly to discuss students with disabilities and students who are struggling, to tier them based on their needs and create plans of actions for supporting and monitoring student progress and needs.</p> <p>Teacher teams will meet regularly throughout the year to plan lessons, look at student work, plan and execute inter-class visitations through an inquiry based approach and will use protocols to monitor and guide their conversations and learning.</p>			
<p>Engaging Families:</p> <p>The parent coordinator in conjunction with the literacy coach and various grade level teachers will provide parents with workshops designed to provide them with knowledge on the CCLS and its learning progressions. Other topics will revolve around close reading strategies, questioning students through text based questions, strategies for helping your child with math concepts and other topics identified on our needs assessment administered in September.</p> <p>Parents of ENL' s will attend parent orientations in where they will learn about the different program choices available to their children and their rights.</p> <p>The Parent Teacher Association (PTA) will collaborate with community based organizations in order to address the multiple needs and inquiries of our ENL families.</p>	<p>Parents, Community Based Organizations, Students and Teachers</p>	<p>Sept. 2015- June 2015</p>	<p>Administration</p>

ENL students and their parents will be invited to attend a Saturday ENL academy in which parents and students work collaboratively and then direct ENL instruction will be provided to them separately.

**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.

- Administrators, Professional Development committee, literacy instructional specialist and teachers will provide professional development , modeling and materials for staff.
- The items to be utilized include: The Danielson Framework, Depth of Knowledge Wheel, Hess Cognitive Matrix , The Common Core Companion: The Standards Decoded and Making the Most of Small Groups – Differentiation for All .
- Time will be devoted on Mondays for Professional Development and Tuesdays for parent and teacher team meetings, in addition to weekly professional periods.
- Borough Field Support Center Staff will provide staff with additional support.

**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	X	Title II, Part A	X	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.

- By February, 2016, at least 60% of the teachers will have demonstrated increased rigor in their lesson planning as defined by Hess Cognitive Matrix and measured by unit assessments and performance task. Further evidence will be demonstrated through student work samples and an increase in performance on students’ benchmark assessments.
- By February, 2016, at least 60% of the teachers will have demonstrated an increase in the inclusion of ENL/UDL strategies during lesson execution as evidenced by administrators’ observations and an increase in performance on students’ benchmark assessments.
- By February, 2016 at least 60% of the teachers will have demonstrated an increase in differentiation of small group and guided reading learning activities as evidenced by administrators’ observations and student work products.
- By February, 2016, all teachers will be engaged in the study of creating effective small groups and differentiated learning activities which are based on the analysis of data.

**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 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.

**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.

**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 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>

**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.

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

	Tax Levy		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.

**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.

As the 2014-2015 year concluded we conducted a comprehensive review of our school’s educational program. This review included quantitative and qualitative data as well as an analysis of our Quality Review Report, Principal Performance Observation and the NYC School Survey. Benchmark data and New York State Testing Results were also considered in this analysis. Our analysis of the 2015 New York State (NYS) English Language Arts (ELA) and Math data showed that there was a 5% decrease in the number of students scoring at level 3 or 4 on the NYS 2015 ELA State Assessment, bringing the school to a total of 17% of students scoring at level 3 and 4. Based on an analysis of this culminating data, it was determined that there is a need for strengthening the work of our teacher teams and the cycle of learning (Plan, Implement, Reflect and Adjust, Share Lessons Learned) in the school. Teachers need guidance on implementing the cycle of learning and planning across grades to ensure alignment and coherence across grades, and unpacking the progression of learning within the Common Core Learning standards.

#### **Strengths**

##### **Quality Review Report 2014-2015**

Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking, participation and ownership

Administration communicates through both formal and informal observations to teachers on the expectations. Teachers receive emails, letters, and one on one support if needed to help support their professional learning goals and plan. Professional development opportunities are differentiated and offer support based on teacher need and strength

##### **Principal Performance Observation 2014-2015**

- High expectations communicated to staff via handbook and face to face conferences with teachers on post observation for a quick turnaround for implementation of best practices. Parents sit in teacher team meeting to participate in the discussion of Math processes to understand the school expectations of student work. High expectations are communicated by providing effective feedback to students via rubrics to inform them of the next learning steps. (3.4)

#### **Needs**

##### **Quality Review Report 2014-2015**

- While staff has engaged in curriculum mapping there is a need to update curriculum plans to strategically integrate the instructional shifts to help build coherence across all grades and all subject areas

-While the school has created tasks that require students to explain the learning target for each lesson, some of these tasks are not always created to allow additional Universal Design for Learning (UDL) supports for English language learners and students with disabilities or to challenge advanced learners as needed.

-While there was evidence of some use of an inquiry protocol such inquiry practices are not yet consistent across all the school

Most of the performance tasks and learning bundles are created by teachers by looking through the lens of Depth of Knowledge (DOK) for math and literacy based on curricula and other supplementary materials used by the school. However, additional work needs to be done to further unpack and meaningfully integrate the standards across all subject areas

### **New York State Mathematics Assessment Data 2013-2014**

The 2014 New York State mathematics assessment indicates that 17% of all students at PS 82 scored at a proficient level (3 or 4). This was significantly below Statewide results of 36% of students achieving proficient scores. 4% of Students with disabilities and 7% of students with limited English proficiency achieved a score of 3 or 4 which was also below the Statewide results.

## **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.

By June 2016, 100% of teachers in teacher teams will work collaboratively to develop three (3) learning targets which will be embedded into the ongoing adjustment and refinement of units of study, daily lesson plans and performance tasks through the I Can statements using researched based strategies as measured by the pre and post learning target assessments.

## **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 teacher-parent collaborations to improve student achievement.</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>
<p>-A needs assessment was given to teachers to inquire about their needs, suggestions, and goals for professional learning throughout the year.</p>	<p>Teachers</p>	<p>Sept. 2015</p>	<p>Administrators will oversee the process. Professional Learning Committee will oversee the planning of these activities.</p>
<p>Teacher teams will use a protocol to analyze the NYS ELA assessment data, to identify three key learning standards as critical areas of focus. Teams will unpack the standards and develop learning targets in the form of I Can statements. The learning targets will be embedded into units of study and will be measured via pre and post assessments. Research-based instructional strategies will be used in daily lesson plans (e.g., close reading, cooperative learning groups).</p>	<p>Vertical and horizontal teacher teams</p>	<p>Sept. 2015 - June 2016</p>	<p>Vertical, Math, Literacy, and Writing Teacher leads will lead these initiatives through a model of distributive leadership.</p>
<p>-Teacher teams will review the instructional shifts in ELA, aligning their writing and ELA curriculum to create an integrated pacing calendar in order to cooperatively plan curriculum maps and units of study. Horizontal teacher teams will utilize common assessments, with pre and post-tests for analysis by teacher teams. Teachers will receive professional development for new programs and initiatives (Teacher’s College Writing Workshop, GO Math! Online resources, guided reading, differentiated instruction, in house Ready Gen Professional Development, prioritizing standards). These practices support the Cycle of Learning: Planning, Implementing, Reflecting, Adjusting, Sharing lessons learned.</p> <p>-Vertical teacher teams have been created to ensure communication across grades and to develop shared leadership throughout the school. Each grade will have a representative in the following vertical teams: Literacy lead teachers, Math lead teachers, Writing lead teachers, Grade leaders, and Core Instructional Teachers to facilitate research based inquiry based on analyzing student work and needs. Through the use of protocols, teams will go through the cycle of learning. In addition, the School-wide Implementation Team (SIT) will oversee school-wide adherence to special</p>	<p>Vertical and horizontal teacher teams</p>	<p>Sept. 2015 - June 2016</p>	<p>Vertical, Math, Literacy, and Writing Teacher leads will lead initiatives through a model of distributive leadership</p>

<p>education practices and the special education reform. An English as a New Language (ENL) vertical team will be established to develop coherence, communication, and sharing of best practices amongst ENL teachers with a focus on CRPart154.</p> <p>-Across the school, there are other vertical teams with teachers working together for school improvement purposes. These teams include: PBIS for school-wide behavior support system, MOSL selection committee, School Leadership Team (SLT), Professional Learning Committee (PLC), Consultation Committee, Instructional Committee. Grade level teachers will meet Tuesday afternoons to plan parent engagement activities and programs to increase communication. In addition, teachers will conduct inter-visitations to share best practices.</p> <p>The school leadership interns will guide new teachers through professional learning opportunities tailored to their individual needs.</p> <p>The Danielson Framework and Advance will be used to drive teacher practice with the goal of impacting student progress. Administration will conduct IPCs and provide post observation feedback to enhance instruction. Planning, Reflecting, Adjusting, Sharing lessons learned.</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><b>Resources</b></p> <p>-Teacher teams, administrators, and coach will be used in facilitating analysis of data to develop units of study.</p> <p>-The Danielson Framework and Advance will be used for teacher evaluations/feedback impacting student progress.</p> <p>-Teacher teams will use common prep periods and other assigned times for the purposes of teacher team meetings in order to foster collaboration and the development of units of study and inquiry.</p> <p>-Substitute teachers will be employed to arrange the coverage for vertical and horizontal teacher team meetings.</p> <p>-Monday afternoons will be used for planning and professional development.</p> <p>-A ReadyGen consultant will be employed to provide a series of professional learning sessions to guide teachers in implementing the workshop model, with guided reading and differentiating instruction for All learners.</p>

- Lead teachers will be sent out to receive professional development and then be required to turn key the PD to colleagues.
- Guided reading libraries will be purchased to support teacher teams in planning targeted instruction.
- Raz Kids and Reading A-Z licenses will be purchased to provide teachers with resources tailored towards meeting the needs of struggling readers and students with SWD and ENLs.
- Teacher teams will utilize the Instructional Shifts in Math and Math Practices and the Instructional Shifts in reading.
- Unit plans will be developed by teacher teams emphasizing the revisions and refinements made based on data and learning targets (standards).
- Go Math Online Resources will be utilized by teachers and demonstrated in professional development and by Math lead teachers.

**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	X	Title II, Part A	X	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.

- By February 2016, 100% of the teacher teams will have collaboratively created and/or revised unit plans, lesson plans, and formative and summative assessment that support student mastery of two ELA CCLS Learning Targets.
- By February 2016, teachers will show an improvement in utilizing the standards and text to create questions, activities and assessments that address targeted standards as measured by improvement in the quality of lesson plans and teacher effectiveness.
- By February 2016, teacher teams will have identified patterns and trends in student work in order to target areas of progress and struggle and have made adjustments to instruction.
- By February 2016, there will be improved student performance, including ENLs and Students with Disabilities, on end-of-unit common assessments and student work products that measure CCLS aligned ELA standards.

**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.

An analysis of the 2014/2015 Quality Review and Principal Performance Observation as well as the 2014-2015 NYC School Survey have indicated that a need for administration to set clear expectations for teachers about implementing what they have learned in professional development and carefully tracking student academic progress in order to set high expectations and support instructional planning.

#### Strengths:

Quality Review Findings 2014-2015: The school establishes high expectations for all constituent groups, including students, teachers, and families, through a variety of communication practices. The administration consistently communicates important information to staff through the components of the Danielson Framework for Teaching.

As a result, communication around high expectations of student success engages all stakeholders. these best practices have also resulted in high levels of professionalism and quality instruction, resulting in improved student reading and math levels.

Quality Review Findings 2014-2015: Administration provides opportunities for ongoing frequent inter-visitations, which are coordinated and organized by teachers. administration communicates through both formal and informal observations to teachers on the expectations.

#### Needs:

NYC School Survey 2014-2015 Report Findings: The survey results under the category of Effective School Leadership indicates that 28% of teachers agree or strongly agree that the principal communicates a clear vision for the school. 28% of teachers disagree or strongly disagree that the principal communicates a clear vision for the school and 22% of teachers somewhat disagree that communication of clear expectations are given.

NYC School Survey 2014-2015 Report Findings: The survey results under the category of Effective School Leadership indicates that 43% of teachers strongly disagree or disagree that the principal participates in instructional planning with teams of teachers.

NYC School Survey 2014-2015 Report Findings: The survey results under the category of Effective School Leadership indicates that 46% of teachers feel they had no influence or very little influence in developing instructional materials.

### **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.

By June 2016, at least 70% of teachers will agree and/or strongly agree that the principal is an effective school leader who communicates a clear vision for the school, sets clear expectations for how teachers should be implementing what they have learned in professional development and collaboratively works with teacher teams, as measured on the 2015-2016 New York City School survey, in the category of Effective Leadership.

### **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 parent leadership and engagement as a key lever for school improvement.</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>
<p>In an effort to build capacity and distribute leadership, the new Principal will assign teacher leaders on each grade across vertical and horizontal teams. 100% of teachers will be involved in a leadership capacity within the school and collaboratively engage in decision making and planning of curriculum. The principal, along with the instructional committee with facilitate lead teacher team meetings, in order to share a common voice and language across the school community.</p>	<p>ALL Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration</p>
<p>Through the leadership of administration, teacher teams will analyze assessment data and select Common Core aligned learning targets, aimed at enhancing teacher pedagogy and improving student achievement. Through the cycle of Learning, administrators will monitor student/teacher progress towards established goals.</p>	<p>ALL Teachers</p>	<p>Sept. - 2015- June 2016</p>	<p>Administration</p>
<p>Cycles of Informal and Formal Observations will be followed in an effort to monitor student learning and teacher pedagogy. Specific feedback will be given to teachers and support will be</p>	<p>All teachers</p>	<p>Sept. 2015 - June 2016</p>	<p>Administration</p>

<p>put in place when needed. Some of the supports which will be provided to teachers are: scheduled inter-class visitations, modeled lessons by our staff developer, lab sites arranged for study groups, in-house and outside on-going professional development, differentiated improvement plans aimed at supporting individual teacher needs.</p>			
<p>A cycled professional development plan will be created for staff and parents. The professional learning topics will be scheduled in 6 weeks cycles and will cover topics based on needs assessments, Advance, NYC School Report data and on-going analysis of student data. These professional development plans will be shared with the Queens Community House Community Based Organization, in an effort to provide staff and parents common professional learning opportunities.</p>	<p>Teachers, Parents ,Students,  Parent Coordinator, CBO</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators of the School and CBO Organization</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><b>Resources</b></p> <ul style="list-style-type: none"> <li>-Teacher teams, administrators, and literacy coach will be used in facilitating analysis of data to develop units of study.</li> <li>-Classroom coverage will be provided so that teachers can attend outside professional development sessions.</li> <li>-The Danielson Framework and Advance will be used for teacher evaluations/feedback and planning of future professional learning cycles.</li> <li>-Teacher teams will use common prep periods and other assigned times for the purposes of teacher team meetings in order to foster collaboration and the development of units of study and inquiry.</li> <li>-Substitute teachers will be employed to arrange the coverage for vertical and horizontal teacher team meetings.</li> <li>-Monday afternoons will be used for planning and professional development.</li> <li>-Vertical teacher teams will be provided coverage to meet and plan instruction with administration. Teacher leads will then turn-key this information to their teacher teams.</li> <li>-Morning and afternoon sessions will be scheduled for teachers to receive training rate, as their colleagues facilitate professional learning.</li> <li>-A ReadyGen consultant will be employed to provide a series of professional learning sessions to guide teachers in implementing the workshop model, with guided reading and differentiating instruction for All learners.</li> <li>-Guided reading libraries will be purchased to support teacher teams in planning targeted instruction.</li> </ul>

-Raz Kids and Reading A-Z licenses will be purchased to provide teachers with resources tailored towards meeting the needs of struggling readers and students with SWD and ENLs.

-Teacher teams will utilize the Instructional Shifts in Math and Math Practices and the Instructional Shifts in reading.

-Unit plans will be developed by teacher teams emphasizing the revisions and refinements made based on data and learning targets (standards).

- Go Math Online Resources will be utilized by teachers and demonstrated in professional development and by Math lead teachers.

-Administrators will be sent out to professional development sessions which will advance their knowledge and practices, which will allow them to provide meaningful and targeted feedback.

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

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

**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.

- By February 2016, 100% of the teacher teams will have collaboratively created and/or revised unit plans, lesson plans, and formative and summative assessment that support student mastery of two ELA CCLS Learning Targets.
- By February 2016, teachers will show an improvement in utilizing the standards and text to create questions, activities and assessments that address targeted standards as measured by improvement in the quality of lesson plans and teacher effectiveness.
- By February 2016, teacher teams will have identified patterns and trends in student work in order to target areas of progress and struggle and have made adjustments to instruction.
- By February 2016, there will be improved student performance, including ENLs and Students with Disabilities, on end-of-unit common assessments and student work products that measure CCLS aligned ELA standards.
- By February 2016, 70% of Advance evaluations will have been completed, showing progress in teacher practice across the eight components of the Danielson Framework.
- By February 2016, there will be a substantial increase in the participation of parents workshops and other school functions.

**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.
- An analysis of the 2014/2015 Quality Review, 2014/2015 Parent Survey ,as well as a Needs Assessment given to parents, evidenced that although there are many programs in the school for the students, a need to bring parents and the community together more often in the medium of the school is essential. According to the School Quality Snapshot from 2014/2015, 94% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services and are satisfied with the education that their child has received during 2014/2015. In the 2014/2015 N.Y.C. School Survey with regards to communication, 64% of parents feel that school staff regularly communicate with parents/guardians about how their child is performing. 49% of parents volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.) 87% of parents felt that the principal works to create a sense of community in the school and promotes family and community involvement in the school.
  - In the Needs Assessment conducted in September 2015, Parents indicated that they would like more workshops explaining the *I Can statements* and Common Core Standards as well as Literacy or Math events within their child’s classroom. They would also like more information regarding how to help their child become more successful.

**Strengths - The key data points below highlight some of the impact of our strengths as noted by reviewers or evidenced in student achievement:**

#### **Quality Review Findings 2014-2015:**

The school has established a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations. 3.4

Communication around high expectations of student success engages all stakeholders. These best practices have also resulted in high levels of professionalism and quality instruction, resulting in improved student reading and math levels.

#### **Supporting Evidence :**

The school establishes high expectations for all constituent groups, including students, teachers, and families, through a variety of communication practices. The administration consistently communicates important information to staff through the components of the Danielson Framework for Teaching.

Parent workshops are organized around the Common Core and parents have a choice in the course offerings and can choose from morning or evening sessions. In addition, the school provides resources to help students through online

interactive websites such as MyOn Reader, IXL for Math support, and Brainpop for English language learners. These tools provide feedback on student progress to all stakeholders.

The school sponsors a Career Day using parents, relatives and other professionals to advance college and career opportunities and requirements. College and career readiness are incorporated into lessons in order for students to make connections between academics learned in school and their value in the real world. The school encourages habits of mind such as perseverance and collaboration by having students building stamina by working through challenging and complex texts as well as using team- and partner-centered activities in most classrooms.

## **Strengths**

### **School Quality Snapshot from 2014/2015:**

In the School Quality Snapshot 2014/2015- 94% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services and are satisfied with the education that their child has received during 2014/2015.

### **NYC 2014/2015 School Survey**

87% of Parents surveyed felt that the Principal works to create a sense of community in the school.

87% of Parents surveyed felt that the Principal promotes family and community involvement in the school.

### **Needs:**

Although the school was rated proficient in the School Culture section of the 2014/2015 Quality Review, it has been noted through the N.Y.C. Parent Survey and Needs Assessment, that parents would like to become more involved and feel the sense of community that can bring student success in academics forward bound. According to the September 2015 Parent Needs Assessment, the parents would like more knowledge in curriculum areas and would like to visit the classrooms more frequently. The School Leadership Team (S.L.T.) voted and unanimously agreed with the need to increase strong family and community ties.

### **2014/2015 N.Y.C. Parent Survey:**

In the 2014/2015 N.Y.C. School Survey 49% of Parents surveyed, volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)

In the 2014/2015 N.Y.C. School Survey with regards to communication, 64% of parents feel that School staff regularly communicate with parents/guardians about how their child is performing.

### **September 2015 Parent Needs Assessment**

**According to the data analysis of these needs assessments, parents shared Interests in receiving workshops on the following:**

Common Core Learning Standards for Reading , Writing and Math Strategies

Homework Help

Learning English as a New Language

Legal Issues

Banking

Immigration

Learning a Trade

Jobs

According to national research, school communities with increased parental and community engagement show improvements in all academic areas. When done well, Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication. Increased parent participation can result in greater student achievement. As well as students:

- Enrolling in higher-level programs at the high school level
- Being promoted, passing their classes, and earning credits
- Attending school regularly and be on time
- Having better social skills, showing improved behavior, and adapting well to school
- Graduating and going on to post-secondary education

## **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.

By June 2016, 80% of all teachers will participate in at least one extra curricula activity to increase positive family/student relationships and greater participation with families and members of the community. In addition, by June 2016 effective systems will be in place to improve communication between school and home which will lead to increased parental involvement in school functions and Parent Teacher Association (P.T.A.) activities. This will be evidenced by sign in sheets, ongoing surveys and increased attendance at P.T.A. meetings and other school activities and functions.

## **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>
<p>New/un-tenured Teachers will be responsible for organizing and setting up at least one extra curricula event outside of the normal school hours.</p>	<p>New/Un-tenured Teachers</p>	<p>11/1/15-06/15/15</p>	<p>Administration, Administrative Interns</p>
<p>Grade Teacher Teams will create/design at least three events that they can host to bring families in the building.</p>	<p>Teacher Teams</p>	<p>11/1/15-06/15/15</p>	<p>Administration</p>
<p>Teachers and Parents together will learn about students' home cultures and communities through events such as arts and culture nights, heritage showcases, and having parents come in to show case their talents and culture.</p>	<p>All Teachers and Parents</p>	<p>11/1/15-06/15/15</p>	<p>Administration</p>
<p>Teachers and Parents will be welcomed to PTA meetings and other workshops where free babysitting will be involved. Guest speakers will be invited, to provide resources and bring their expertise to the community.</p> <p>The Parent Needs Assessment will be analyzed to identify areas of interest/need for parents. The PTA will collaborate with the community resources to invite different organizations to the school.</p> <p>PBIS committee will organize events such as; Parent/child dances, Movie Nights, Art Fair, Zumba Dance, Art night for the parents and other activities as a way to connect, school, families and community.</p> <p>Lead Teachers will coordinate activities such as Literacy Night, Math Night, Learn with Me activities with Parents and their children.</p> <p>ENL Saturday Academy will be established to allow parents and children to learn collaboratively. Direct ENL instruction together and then parents and students will receive independent instruction.</p>	<p>Teachers, parents and community members</p> <p>Lead Teachers and other school staff,</p> <p>Parents and community members</p>	<p>ongoing</p>	<p>Administration</p> <p>Administration and Interns</p>

<p>Awards Ceremonies will be held 3 times a year where parents can come to see their child recognized for attendance, good citizenship, honor roll, most improved in math and literacy.</p> <p>A series of workshops have been planned to provide parents with scaffolded instruction and skills that are built upon. The plan is sequenced to develop knowledge and skills and has literacy sessions by grade first, with writing sessions and math sessions next. Parents first learn about the crosswalk of the Common Core Learning Standards. Next they learn about the I Can statements, then they learn strategies to help their children with Literacy, Writing, and Math.</p> <p>Monthly parent newsletter and calendar sent out to all parents to keep them informed about events and activities occurring in the school.</p> <p>Report cards and progress reports will be given out alternately, every 6 weeks to keep parents informed and to further communication between teachers, parents and administration.</p> <p>Since 2001, the school has embraced a collaborative relationship with the Queens Community House. This community based organization houses an after-school program which, through various interactive activities, fosters and promotes teamwork, sharing, problem solving, tolerance and cooperation.</p>			
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**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>Administrators, Interns, teachers, parents and community based organizations will work together to bring the school and community together. Instructional Resources: IXL, MyOn Reader, Raz-Kids, Reading A-Z, Imagine Learning, New York City Department of Education website, EngageNY, and BrainPop will be used to support parents, teachers and students collaboratively engage in critical thinking, language development and reading comprehension.</p> <p>We will provide parents with guidance and information on how to to access these online resources during P.T.A. Meetings, Parent Engagement time and monthly workshops.</p> <p>During P.T.A. meetings, parents will be provided with demonstrations and modeling in the use of the online resources, workshops on the effective use of the school’s online resources.</p>
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<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	X	Title II, Part A	X	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>By February 2016, at least 60% of the teachers will have participated in at least one extracurricular event to increase positive family/student relationships and greater participation with families and members of the community. This will be evidenced by the use of checklists and attendance sheets.</p> <p>By February 2016, at least 60% of the teachers will have effective systems will be in place to improve communication between school and home which will lead to increased parental involvement in school functions and PTA activities. This will be evidenced by sign in sheets and ongoing surveys and increased attendance at PTA meetings and other school activities and functions.</p> <p>By February 2016, at least 60% of the new teachers will have demonstrated a plan for bringing in events or activities at night to foster the parent/community/ school partnership, this will be shown by events that are scheduled and attended by people in the school and community.</p>
<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 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>	Students' May/June running records, end of year benchmark assessment within the reading program, Renaissance online end of year reading assessment given in May/June, student work (throughout the school year) and teacher recommendations accompanied by student data are reviewed by the grade team then given to the Instructional team for approval in preparation for the beginning of the new school year. Additionally students are progress monitored throughout the school year for admittance into the AIS program or removal from the AIS program.	Literacy programs being used include Voyager Passport, Great Leaps, Rewards Reading, Foundations/Wilson and Level Literacy Intervention based on the needs of the students which will include repeated readings, interactive writing, vocabulary based	Students are serviced in small groups and one-to-one pull out services.	Service is provided during the school day, outside of the literacy block and in the Saturday and after school program
<b>Mathematics</b>	Students' Math In Focus (Go Math for 2015/2016) end of year benchmark assessments, end of year Renaissance online assessment, student work	Math program is being changed for the 2015/2016 school year. The new program will be GoMath. This program has a Strategic Intervention	Students are serviced in small groups and one-to-one	Service is provided during the school day outside of the math block and in the after school program

	(throughout the school year) and teacher recommendations accompanied by student data are reviewed by the grade team then given to the Instructional team for approval in preparation for the beginning of the new school year. Additionally students are progress monitored throughout the school year for admittance into the AIS program or removal from the AIS program.	component – that includes writing		
<b>Science</b>	Students’ work both in the science cluster class and classroom including science assessments are reviewed by the grade teacher team and science cluster teacher. The students’ names are then submitted to the Instructional team for approval into the science intervention program.	Harcourt Science is used for the intervention component with interactive writing and repeated readings	Students are serviced in teacher-led small groups or one-on-one by the Science Cluster and/or classroom teacher	Service is provided during the school day
<b>Social Studies</b>	Each teacher reviews student data and selects students for small group instruction in the classroom.	Harcourt Social Studies is used for the intervention component with interactive writing and repeated readings	Students are serviced in teacher-led small groups or one-on-one by the classroom teacher	Service is provided during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are recommended by the administrators, PPT, teachers and parents with student behavioral/academic data and a student write up.	Guidance Counselor utilizes discussion, interactive writing, play, visual arts and creative arts (drama)	Small group or one-on-one sessions	During the school day



## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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>X</b>	<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>Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers. Administration attends job fairs and interviews candidates based on the curriculum currently in place. Additionally, the Administrators work closely with New Teacher Finder in order to seek those candidates that are highly qualified. Our school developed student-teacher partnerships with various local universities which enables us to hire those candidates who will transition easily to our school community.</p> <p>Newly hired teachers are provided mentors for the first years. Mentors are experienced highly qualified teachers that meet at scheduled times to provide guidance and support. Teachers are observed by administration to ensure quality instruction is on-going and provided with timely actionable feedback. Meetings are held on grade bands and whole school to ensure continuous knowledge of learning is shared. Administration reviews the strengths and weaknesses of pedagogues in order to inform decisions as to the best instructional assignments for each school year.</p> <p>Teachers are afforded opportunities for professional development devoted to meeting their assessed pedagogical needs and interest Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development is provided. Coaches, Network Specialist and administrators provide: Lesson demonstration; strategies for scaffolding/differentiating lessons; individual teacher support in analyzing student work and deciphering the Common Core Learning Standards; common planning time with the grade members; vertical and horizontal teacher team meetings, instructional materials and resources. Professional development from outside consultants and Borough Field Specialist also assists in supporting teacher growth. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues.</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>Teachers are sent to Borough Field Support Center cohort meetings focused specifically on topics associated with support for high needs student groups including SWD and ENLS. Additionally teachers are members of both literacy</p>

and math cohorts. Teacher leads are established for all content areas, and these leads are sent out to on-going professional development. Teacher leads turnkey professional development to their teacher teams. Principal meetings provided by the Borough Field Support Center (BFSC) will be used to guide school wide expectations and in-house professional development. The BFSC has created a paraprofessional cohort and crisis paraprofessional professional development series. Time is allocated to support cohort members to turnkey information to the entire staff. Funding is provided to cover classes not only of the cohort members but for any teacher that has actively sought professional development outside of that which is provided by the Network and school. Teachers are provided with the opportunity to voice their concerns, ideas and opinions during professional development, in meetings or through the various teacher team committees such as the Literacy, Math, Writing Vertical Teacher Teams, Core Inquiry Leads Team, Grade Leaders Committee, Positive Behavior Intervention Systems (PBIS) committee, Inquiry Committee, Instructional Committee, ENL Vertical Team, Professional Learning Committee and additional school-wide committees.

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

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

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

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

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

### **Part 4: SWP Schools Only**

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

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

Response To Intervention program is in place to support those pre-school students that have been targeted to need additional academic support. Additional school personnel are on staff to assist those students identified as needing school transitional support.

#### **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.

Vertical and Horizontal teacher teams are presented with the assessments offered in our curriculum as well as additional CCLS aligned benchmark assessments being considered for on-going assessments. Teacher teams decide which assessments and questions they feel best measure student desired outcomes and align best with the curriculum. Through needs assessments and Initial, and Mid Year planning conferences, S.L.T. and U.F.T. Consultation mtgs., teachers share their thoughts, ideas and suggestions for improvements and next steps.

Teacher Teams meet weekly to review, analyze data and look at student work products as they engage in the cycle of learning.

#### 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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	377,779.00	X	5A,5C,5D,5E
Title II, Part A	Federal	132,075.00	x	5A,5C,5D,5E
Title III, Part A	Federal	21,292.00	x	5A,5C,5D,5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,568,243.00	x	5A,5C,5D,5E

#### <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)**

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. **PS82** Section 5D: Framework for Great Schools Element - Effective School Leadership, 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. **PS82** 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>The Hammond School</u>	DBN: <u>28Q082</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</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 purpose of the supplemental instructional program is to have our ELL population progress to proficiency in language development as well as providing academic support. Due to the limitation of ESL licensed teachers, for the after school program we have secured two ESL certified teachers who will rotate between their after school class and the non-ESL certified teachers' classes in order for the students to be provided with instruction by a ESL certified teacher. Additionally, planning will be provided among the aforementioned teachers during the planning sessions provided to teachers every Tuesday.

-  
The supplemental instructional program targets students at the beginner, intermediate and advanced level of language proficiency in grades 3, 4 and 5. A limited number of former ELL students who have attained proficiency within the past two years and have been targeted as needing additional support are included in the student selection so that continued support can be provided to them. Students are chosen for the after school supplemental program based on the results of the NYSESLAT assessment, NYSITELL, NYS ELA/Math, running records and student work. Historically, there have been more students in grade 3 in need of supplemental services necessitating having two classes on that grade.

-  
The supplementary instructional program promotes the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. In order to assist students in meeting these goals, classes are kept to 12 - 15 students including former ELLs. The program will run three days per week (Wednesdays, Thursdays and Fridays) for 90 minutes beginning in January, 2015 and ending in April, 2015 for 41 sessions. One supervisor will oversee the 41 sessions/90 minute a session program.

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The two ESL licensed teachers for the after school program will provide ESL instructional techniques and small group instruction. On Wednesdays all teachers will have their own classes for the full 90 minutes. On Thursdays, the ESL certified teachers will rotate to the grade 4 and grade 5 classes for the full 90 minutes. On Fridays, the ESL teachers will teach their own classes for 45 minutes then each will rotate to the grade 4 and grade 5 classes for the last 45 minutes of the day. In this way by the end of a week each class have had equal instructional time by both the ESL certified teachers and non-ESL certified teachers in a small class environment.

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The instructional materials utilized in the after school program are researched based materials designed for language development and academic support. Materials include ELA and Math skill books purchased from RALLY, Harcourt ELL intervention support readers, Readers Theatre, leveled ELL readers, native language support literature, Leapfrog, virtual libraries with ELL supports and Harcourt Math intervention support kits. Most of the materials have already been purchased and are on site. However depending on the number of students, additional copies may need to be purchased. Instruction is delivered in English with support in native language.

### 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 purpose of providing the teachers that will be instructing the students in the after school program with professional development is to ensure that the teachers provide our students with the highest quality of instruction. Additionally, providing professional development creates consistent and effective pedagogical techniques to address the needs of the ELL students.

The ESL certified teachers and non-ESL certified common branch teachers will be provided with professional development held monthly during the 80 minute professional development and on staff professional development days scheduled twice a year by both the ESL staff and the certified ESL common branch teachers. School staff participate in webinars specific to ELL students and their academic progress which are then turnkeyed during the monthly in-house professional development sessions. In addition, teachers who are members of the ESL cohort developed by the CFN 209 Children First Network will turnkey information to the rest of the staff. Staff members are registering to attend ongoing workshop sessions offered by the Office of English Language Learners and Student Support.

Professional development topics specific to ELLs will include: differentiation of small group activities including writing, creating scaffolding opportunities during lesson executions; text complexity for ELLs building vocabulary and the use of graphic organizers to build reading comprehension.

### 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: \_

PS 82 believes in engaging parents in the teaching and learning process. It is our mission to build home/school partnerships that will support student learning at home thus promoting student success.

We work closely with the Parent Coordinator to inform parents of the varied programs in the school. All parents are invited to an information sharing meeting before the start of the ELL Supplemental Program. Notices for meetings and events are sent to parents in English with Spanish translation from staff (approximately 58% of the student population are Spanish or students whose home language is Spanish) and the other languages by using the Translation and Interpretation Unit. In order to ensure parents understand the information fully, we have translators available in the first language of our largest population of parents. This includes fluent Spanish and Bengali speaking staff. During this orientation meeting, parents are given information about the program, its duration and purpose.

Ongoing Literacy/Math workshops are provided for parents as well as the Administration providing instructional time to parents during the monthly PTA meetings. At this time, parents are exposed to various literacy strategies and Parent Read Alouds. Parents are encouraged to use suggested strategy packets (How Can I Help My child At Home?) to work with students to improve their academic achievement. Teachers send home books in the student's Native Language. Parents are encouraged to utilize the virtual resources purchased by the school which can be accessed via the internet. These

**Part D: Parental Engagement Activities**

include MyOnReader and Pebblego for literacy, IXL for math and Brainpop for both literacy and the content areas.

Culminating events will include: K - 5 parent Read Aloud Day where parents, invited guests and staff read aloud to multiple classes throughout both buildings (Annex and Main). K-5 and various 1 - 5 classes have Thanksgiving Celebrations with parents creating cultural dishes and participating in the Thanksgiving Feast. Gr. 4 - 5 parents participate in our Career Day in which parents speak to our students about careers in the real world (some bring in artifacts). Cultural Celebration Night provides parents and students the opportunity to celebrate the various cultures/heritages through the musical arts. Math Night offers parents the opportunity to work with their children to complete math tasks and solve mathematical problems. All of the activities connect to the direct instruction ELL students receive while in the after school program advancing social studies, mathematics and literacy.

**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>	_____	_____