

**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**04 M 050**

**School Name:**

**THE VITO MARACANTONIO SCHOOL**

**Principal:**

**ESTER QUIÑONES**

## School Comprehensive Educational Plan (SCEP) Outline

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- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

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**Section 1: School Information Page**

**School Information**

School Name: Vito Marcantonio School Number (DBN): 04m050  
School Level: Elementary/ Middle Grades Served: K-8  
School Address: 433 East 100<sup>th</sup> Street  
Phone Number: 212-860-5976 Fax: 212-860-5912  
School Contact Person: Ester Quiñones Email Address: equinones@schools.nyc.gov  
Principal: Ester Quiñones  
UFT Chapter Leader: Jane Rosen  
Parents' Association President: Lydia Ayala  
School Leadership Team  
Chairperson: Paul Clarke  
Student Representative(s): n/a

**District Information**

District: 04 Superintendent: Alexandra Estrella  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: [Aestrella@schools.nyc.gov](mailto:Aestrella@schools.nyc.gov)  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 05 Cluster Leader: Debra Maldonado  
Network Number: 536 Network Leader: Gerard Beirne

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

### Directions:

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

| Name              | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|-------------------|---|-------------------------|
| Ester Quiñones    | *Principal or Designee  |                         |
| Jane Modell Rosen | *UFT Chapter Leader or Designee   |                         |
| Lydia Ayala       | *PA/PTA President or Designated Co-President  |                         |
| Virgen Nieves     | DC 37 Representative, if applicable   |                         |
| n/a               | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                   |   |                         |
| Victorina Caban   | Teacher   |                         |
| Nydia Southerland | Teacher   |                         |
| Ms. S. White      | Parent  |                         |
|                   | Parent  |                         |
| Ursula Jaycon     | Teacher   |                         |
|                   | Member/   |                         |

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 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. All Title I schools 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Vito MarcAntonio school is a K through 8 School serving 345 students in East Harlem. The student population is 57.9% Hispanic, 38.2 % African American, 2% White and 1% Asian. 8.2% are Limited English Proficient and 38.5% are Students with Disabilities. The average attendance rate is 87%. As a Renewal School we will receive additional resources and support of the Department of Education to increase the attendance rate and overall achievement.

PS/MS 50 is committed to providing a rigorous curriculum in a community-based environment. We offer a comprehensive academic and social program aligned to the Common Core Learning Standards. We seek to create an atmosphere that will challenge each individual student to be creative, independent, critical thinkers and foster a life-long love of learning and ultimately to become leaders in society. We encourage students to accept the risks and rigors of academic life in order to achieve mastery in a variety of disciplines including intellectual, artistic, physical, moral and emotional development. We are dedicated to striving for excellence for all students. Through our balanced partnership of teachers, staff, students, parents and the community, all students are guided to take responsibility for their own learning. We believe that a supportive, risk-free learning environment supports students in their pursuit of lifelong academic and personal achievement. We are dedicated to promoting a school-wide equity, equality, dignity and respect for all, recognizing the goals, and contributions, of individual students, teachers and staff members.

Our instructional focus this year is to increase student engagement by creating lesson plans that address the individual needs of students including students with special needs and English Language Learners. Students are involved in purposeful group work and discussion that meet their individual needs and challenge their thinking. Teachers and other staff members are active participants in school-based differentiated professional development as well as learning opportunities outside the school to implement school wide instructional practices that align with the CCLS to ensure continuous student progress. All staff members servicing students with special needs receive targeted training on how to use the Individual Education Plan as a living document and use student goals to modify lessons.

PS/MS 50 has established partnerships in a continued effort to provide excellent and rigorous teaching and learning.

### Partnerships:

- Children's Aide Society:
- 92<sup>nd</sup> Street Y:
- Rosie's Kids
- Ballroom Basics
- Cook Shop
- Tae Kwon Do
- Horticultural Society
- Asphalt Green
- Union Settlement
- Hunter College
- Columbia University

- East Harlem Tutorial Program

P.S./M.S. 50's multiple Health and Nutrition Initiatives address chronic and pervasive issues and concerns of neighborhood-specific health and nutrition-related illnesses. The forums include;

- The Cookshop for Families programs helps low-income families learn to make healthy, affordable food choices.
- The Cookshop Classroom helps low-income students and families gain the knowledge and skills needed to make and appreciate healthy choices.
- The Food Justice Program, coordinated with our in-house partner–The Children's Aid Society–empowers young people to explore what food means to them and to their communities from various perspectives, including how it intersects with cultural, economic, ecological, historic and health landscapes in their neighborhoods.
- The Wellness in the Schools (WITS) Program inspires healthy eating, environmental awareness and fitness as a way of life for kids in public schools and through partnership with teachers, administrators, parents, and chefs.
- The Vito Marcantonio Community Peace Garden, will provide the school community year-round, hands-on learning experiences inside a state-of-the art greenhouse. We plan to create a Community Supported Agricultural Program in which community stakeholders will purchase shares in order to receive seasonal fresh fruits, flowers, and vegetables. We plan to develop an entrepreneurial component that will provide employment opportunities for students.
- The DOE Garden to Café program will increase students and families consumption of fresh vegetables and healthful foods, increase awareness of the benefits of school gardens, and build awareness of the larger local food initiatives underway at School Food.
- New York Citizen's Committee Neighborhood Beautification Grants address the issue of limited quiet and peaceful space by providing garden furniture on which community members may relax and enjoy an aesthetic experience away from busy streets.

As a Renewal School, we begin to look at the expanded day program holistically with seamless programming that will address the whole child academically, emotionally and socially. With purposeful planning with the selected community based organization we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school, weekends and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

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### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |       |   |
|---|--|---|-------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   | SIG Recipient                                 |
|   |  |   |       | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |       |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language |
|   |  |   |       | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |       |   |
| # Special Classes   | N/A  | # SETSS   | N/A   | # Integrated Collaborative Teaching           |
|   |  |   |       | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |       |   |
| # Visual Arts   | N/A  | # Music   | N/A   | # Drama                                       |
| # Foreign Language  | 3  | # Dance   | 7     | # CTE   |
|   |  |   |       | N/A   |
| School Composition (2013-14)                                    |  |   |       |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0% |   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |   |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5% |   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |       |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2% |   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |   |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |   |
| Personnel (2014-15)   |  |   |       |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1     |   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3     |   |
| Personnel (2013-14)   |  |   |       |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1% |   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |   |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6% |   |
| Student Performance for High Schools (2012-13)                  |  |   |       |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3% |   |
| 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  |  | Local Assistance Plan                           |       |   |
| Focus District  | X  | Focus School Identified by a Focus District     |       | X   |
| Priority School   |  |   |       |   |
| Accountability Status – Elementary and Middle Schools           |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO    |   |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | NO   |   |       |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | YES  |   |       |   |
| Accountability Status – High Schools                            |  |   |       |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |   |
| Economically Disadvantaged                                      | N/A  |   |       |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |       |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |   |
| White   | N/A  | Multi-Racial                                    | N/A   |   |

|                                   |            |                                   |            |
|-----------------------------------|------------|-----------------------------------|------------|
| <b>Students with Disabilities</b> | <b>N/A</b> | <b>Limited English Proficient</b> | <b>N/A</b> |
| <b>Economically Disadvantaged</b> | <b>N/A</b> |                                   |            |

### 04M050 School Information Sheet Key

| School Configuration (2014-15)                                  |  |   |     |   |
|---|--|---|-----|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341 | SIG Recipient                                 |
| N/A   |  |   |     |   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |     |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
| 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  | 3  | # Dance   | 7   | # CTE   |
| School Composition (2013-14)                                    |  |   |     |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               |     | 87.0%   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 |     | 1.0%  |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    |     | 38.5%   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |     |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     |     | 38.2%   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     |     | 1.0%  |
| % White   | 2.0%                                       | % Multi-Racial                                  |     | 0.3%  |
| Personnel (2014-15)   |  |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             |     | 1   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        |     | 3   |
| Personnel (2013-14)   |  |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       |     | 24.1%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              |     | 7.56  |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |     |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         |     | 9.4%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) |     | 17.6%   |
| Student Performance for High Schools (2012-13)                  |  |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         |     | 58.3%   |
| 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  |  | Local Assistance Plan                           |     |   |
| Focus District  | X  | Focus School Identified by a Focus District     |     | X   |
| Priority School   |  |   |     |   |
| Accountability Status – Elementary and Middle Schools           |  |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |     |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       |     | NO  |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | NO   |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |     |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       |     | NO  |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | NO   |   |     |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES  |   |     |   |
| Accountability Status – High Schools                            |  |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |     |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A  |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |     |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A  |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |     |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A  | Multi-Racial                                    |     | N/A   |

|                            |     |                            |     |
|----------------------------|-----|----------------------------|-----|
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A |                            |     |

### 04M050 School Information Sheet

| School Configuration (2014-15)                                  |  |   |   |
|---|--|---|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05,<br>06,07,<br>08 | Total Enrollment                                | 341   |
|   |  |   | SIG Recipient                                 |
|   |  |   | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |  |   |   |
| # Transitional Bilingual  | N/A  | # Dual Language                                 | N/A   |
|   |  |   | # Self-Contained English as a Second Language |
|   |  |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |  |   |   |
| # Special Classes   | N/A  | # SETSS   | N/A   |
|   |  |   | # Integrated Collaborative Teaching           |
|   |  |   | N/A   |
| Types and Number of Special Classes (2014-15)                   |  |   |   |
| # Visual Arts   | N/A  | # Music   | N/A   |
|   |  |   | # Drama                                       |
|   |  |   | N/A   |
| # Foreign Language  | 3  | # Dance   | 7   |
|   |  |   | # CTE   |
|   |  |   | N/A   |
| School Composition (2013-14)                                    |  |   |   |
| % Title I Population  | 83.6%                                      | % Attendance Rate                               | 87.0%   |
| % Free Lunch  | 83.2%                                      | % Reduced Lunch                                 | 1.0%  |
| % Limited English Proficient                                    | 8.2%                                       | % Students with Disabilities                    | 38.5%   |
| Racial/Ethnic Origin (2013-14)                                  |  |   |   |
| % American Indian or Alaska Native                              | 0.7%                                       | % Black or African American                     | 38.2%   |
| % Hispanic or Latino  | 57.9%                                      | % Asian or Native Hawaiian/Pacific Islander     | 1.0%  |
| % White   | 2.0%                                       | % Multi-Racial                                  | 0.3%  |
| Personnel (2014-15)   |  |   |   |
| Years Principal Assigned to School (2014-15)                    | 4.17                                       | # of Assistant Principals (2014-15)             | 1   |
| # of Deans (2014-15)  | N/A  | # of Counselors/Social Workers (2014-15)        | 3   |
| Personnel (2013-14)   |  |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A  | % Teaching Out of Certification (2013-14)       | 24.1%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%                                       | Average Teacher Absences (2013-14)              | 7.56  |
| Student Performance for Elementary and Middle Schools (2013-14) |  |   |   |
| ELA Performance at levels 3 & 4                                 | 6.1%                                       | Mathematics Performance at levels 3 & 4         | 9.4%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | 59.3%                                      | Science Performance at levels 3 & 4 (8th Grade) | 17.6%   |
| Student Performance for High Schools (2012-13)                  |  |   |   |
| ELA Performance at levels 3 & 4                                 | N/A  | Mathematics Performance at levels 3 & 4         | 58.3%   |
| 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  |  | Local Assistance Plan                           |   |
| Focus District  | X  | Focus School Identified by a Focus District     | X   |
| Priority School   |  |   |   |
| Accountability Status – Elementary and Middle Schools           |  |   |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO  |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   | N/A  | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      | NO   |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | NO  |
| Hispanic or Latino  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   | N/A  | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      | NO   | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      | NO   |   |   |
| 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  | NO   | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   | N/A  | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      | YES  |   |   |
| Accountability Status – High Schools                            |  |   |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |  |   |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   | N/A  | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      | N/A  |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |  |   |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |
| Hispanic or Latino  | N/A  | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   | N/A  | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      | N/A  | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      | N/A  |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |  |   |   |
| American Indian or Alaska Native                                | N/A  | Black or African American                       | N/A   |

|                            |     |   |     |
|----------------------------|-----|---|-----|
| Hispanic or Latino         | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                      | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged | N/A |   |     |

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed |   | HEDI Rating |
|---|---|-------------|
| 3.2   | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.  | D           |
| 3.3   | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D           |
| 3.4   | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.         | D           |
| 3.5   | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.                     | E           |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Comprehensive Needs Assessment:

- Teacher evaluations using the Charlotte Danielson’s Framework
- Observations feedback
- Professional Development Surveys/Teacher Surveys
- School Leadership Team Minutes
- Preference sheets

Needs to be addressed:

- Follow-up on teacher observations feedback and next steps
- Distribute leadership opportunities to different teachers
- Equip parents with tools to support their children
- Widen the pool of constituents involved in the school decision-making process

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will align 80% unit tasks to the Common Core Learning Standards to improve students' critical thinking and higher order thinking skills.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br><ol style="list-style-type: none"> <li>2 Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>3 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>4 Strategies to increase parent involvement and engagement</li> <li>5 Activities that address the Capacity Framework element of Trust</li> </ol> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| School leaders will utilize the Danielson Framework to conduct observations and provide teachers with feedback and next steps   | All Teachers   | February 2015-June 2015                                   | Administrators   |
| Leadership opportunities will be offered to different teachers to design and present PD workshops to colleagues based on the finding of the teacher surveys. Observations and student data  | All Teachers   | February 2015-June 2015                                   | Administrators   |
| Teachers will provide parents with tools and strategies to support the academic and behavioral needs of their children via Tuesday's Parent Engagement.   | Teachers<br>Parents                                    | February 2015-June 2015                                   | Administrators   |
| Teacher leaders will conduct facilitate professional learning opportunities for colleagues.   | Teachers<br>Lead<br>Teacher                            | February 2015-June 2015                                   | Administrators   |

**Part 4 – Resources Needed**

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

Funding for Coaches  
 Professional Books/research based articles  
 Per-session funding  
 Schedule Changes  
 Funding for workshop materials

**Part 5 – Budget and Resource Alignment**

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

|   | <b>Tax Levy</b> | x | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|
| List below any additional funding sources that will be utilized to support achievement of the goal. |                 |   |                      |  |                        |  |                  |  |                  |  |                      |  |               |
|   |                 |   |                      |  |                        |  |                  |  |                  |  |                      |  |               |

**Part 6 – Progress Monitoring**

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

|  |  |  |     |    |
|--|--|--|-----|----|
| 1.   | Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |  |     |    |
| 2.   | Specify a timeframe for mid-point progress monitoring activities.  |  |     |    |
|  | <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Newly Formed Instructional Team</li> <li>• Inter-visitation Schedule</li> </ul> |  |     |    |
| <b>Part 6b. Complete in February 2015.</b> |  |  |     |    |
| 1.   | Did the school meet the mid-point benchmark(s) in the timeframe specified?   |  | Yes | No |
| 2.   | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?   |  |     |    |
|  |  |  |     |    |

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed |  | HEDI Rating |
|---|--|-------------|
| 5.2   | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.  | e           |
| 5.3   | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | d           |
| 5.4   | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.  | d           |
| 5.5   | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.           | d           |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Comprehensive Needs Assessment:

- Quality Review Feedback
- 2013-2014 NYS Assessment Results
- Parent Surveys
- Analysis of School-wide Classroom Data
- Formative Assessments
- Summative Assessment
- Observation Feedback

Needs to be Assessed:

- Professional Development Surveys/Teacher Surveys
- Professional Development Feedback
- Differentiated Instruction/Multiple Entry Points
- Strengthen the Year Long PD Plan

### Part 2 – Annual Goal

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

By June 2015, overall student attendance will be 90% or higher through a safe and supportive environment.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. 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).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust |  |   |  |
| Attendance team will follow up with lateness and absences via phone call and letters.   | All Teachers   | February 2015-June 2015                                   | Administrators   |
| Monthly attendance ceremonies will be scheduled for 100% attendance and improvement   | All Teachers   | February 2015-June 2015                                   | Administrators   |
| Student will participate in extra-curricular activities to increase attendance  | All Teachers<br>Parents                                | February 2015-June 2015                                   | Administrators   |
| Organized after school programs will encourage daily attendance by directly linking during the day program to after school programs.  | All Teachers   | February 2015-June 2015                                   | Administrators   |

**Part 4 – Resources Needed**

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

Incentives for students  
Materials to celebrated successes

**Part 5 – Budget and Resource Alignment**

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

| x   | Tax Levy | x | Title I Basic | Title I 1003(a) | Title IIA | Title III | P/F Set-aside | Grants |
|---|----------|---|---------------|-----------------|-----------|-----------|---------------|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. |          |   |               |                 |           |           |               |        |
|   |          |   |               |                 |           |           |               |        |

**Part 6 – Progress Monitoring**

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

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

Daily attendance averages  
Daily attendance logs from the attendance team  
PBIS will monitor attendance

After school programs will monitor attendance

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

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|----|--|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

|  |  |  |  |  |  |
|--|--|--|--|--|--|
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|--|--|--|--|--|--|

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 4 Statement of Practice (SOP) Addressed</b> |  | <b>HEDI Rating</b> |
|--|--|--------------------|
| 4.2  | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.                          | d                  |
| 4.3  | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.                                   | d                  |
| 4.4  | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.                        | d                  |
| 4.5  | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | d                  |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our instructional focus is on increasing the level of student engagement through carefully plan lessons that are differentiated to meet the needs of all students including students with special needs as well as English Language learners. Task must be challenging and meaningful. In order to ensure students are engaged we must:

- Plan questions using the Depth of Knowledge matrix that includes Bloom’s Taxonomy.
- Assess for understanding regularly in order to plan future lessons
- Provide opportunities for students to hold each other accountable for the work and their own learning (self-assessment, rubrics, peer assessment, student discussions, presentations etc.).
- Teacher evaluations using the Charlotte Danielson’s Framework
- Observations Feedback
- Professional development Surveys/Teachers Surveys
- School Leadership Team minutes
- Preference Sheets

Needs to be Addressed

- Follow-up on teacher observation feedback and next steps
- Distribute leadership opportunities to different teachers
- Equip parents with tool to support their children
- Widen the pool of constituents involved in the school decision-making process

**Part 2 – Annual Goal**

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

By June 2015, all teachers will receive quality teacher led and teacher determined professional development and continual guidance to support leadership roles to build capacity in our school community.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| School leaders will utilize the Danielson Framework to conduct observations and provide teacher with feedback and next steps  | All Teachers   | February 2015-June 2015                                   | Administrators   |
| Lesson plans will include differentiated grouping based on data.  | All Teachers   | February 2015-June 2015                                   | Administrators<br>Lead Teacher   |
| Leadership opportunities will be referred to different teachers to design and present PD workshops to colleagues based on the finding of the teacher surveys, observations and student data.  | All teachers   | February 2015-June 2015                                   | Administrators<br>Lead Teacher   |
| Teachers will provide parents with tools and strategies to support the academic and behavioral needs of their children via Tuesday’s Parent Engagement  | Teachers<br>Parents                                    | March 2015-June 2015                                      | Administrators<br>Lead Teacher   |
| Teachers in all grades will be invited to become members of school wide teams and participate in the decision-making process  | Teachers<br>Lead<br>Teachers                           | February 2015-June  | Administrators<br>Lead Teacher   |

**Part 4 – Resources Needed**

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

Funding for Coaches  
 Professional books/research based articles  
 Per session funding  
 Funding for substitute teachers  
 Schedule changes  
 Funding for workshop materials

**Part 5 – Budget and Resource Alignment**

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

|  |                 |   |                      |  |                        |  |                  |  |                  |  |                      |  |               |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|
|  | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

|  |
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|--|

**Part 6 – Progress Monitoring**

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

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

- Professional Development Schedule
- Agendas and Sign In Sheets
- Observations
- Grade Meetings

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

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed |  | HEDI Rating |
|---|--|-------------|
| 2.2   | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).  | e           |
| 2.3   | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | d           |
| 2.4   | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.  | d           |
| 2.5   | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.  | d           |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Percentage of responses related to systems for improvement on the 2013-2014 NYC School Survey was on 75% below city average and 11% of peer range.

2013-2014 Quality Review identified Indicator 1.3: aligned use of resources to support instructional goals that meet students' needs as an Area of Focus

### Part 2 – Annual Goal

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

By June 2015, school leaders will strengthen teacher pedagogy, through 100% of teachers being observed receiving targeted feedback, next steps with clearly delineated support mechanisms for improvement and systems for teacher accountability.

### Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal | Target Group(s) | Timeline<br><i>What is the</i> | Key Personnel<br><i>Who is responsible</i> |
|---|-----------------|--------------------------------|--|
|---|-----------------|--------------------------------|--|

|  |                              |                            |   |
|--|------------------------------|----------------------------|---|
| for this Capacity Framework element, including:<br>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. 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).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust | <i>Who will be targeted?</i> | <i>start and end date?</i> | <i>for implementing and overseeing the activity/strategy?</i> |
| Weekly observation calendar created to assist, school leaders execute observation cycles of unannounced informal observations of at least fifteen minutes and formal observations including pre-observation conference. School leaders debrief findings at the end of each cycle and determine next steps for professional development.  | All Teachers                 | February 2015-June 2015    | Administrators  |
| Instructional Cabinet is identified, consisting of two representatives of the following grade bands: K-2, 3-5 and the 6-8. Additionally, the IEP teacher and counselor sit on the cabinet. Instructional Cabinet develops and revises professional development activities during Monday afternoon sessions.  | All Teachers                 | February 2015-June 2015    | Administrators  |
| School leaders develop and facilitate an inter-visitation system; teacher exhibiting effecting practice in particular components are identified and teachers are recommended to observe their peers and adjust practices according to an inter-visitation protocol.  | All Teachers                 | February 2015-June 2015    | Administrators  |
| Teachers' schedule will allow for common planning time at least once a week. Teachers will receive the appropriate daily preps according the UFT contract.   | All Teachers                 | February 2015-June 2015    | Administrators  |

**Part 4 – Resources Needed**

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

Needs to be addressed

- Administration will identify neighboring school with good practices
- Instructional Team will serve as model classroom where appropriate

**Part 5 – Budget and Resource Alignment**

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

| Tax Levy | X | Title I Basic | Title I 1003(a) | Title IIA | Title III | P/F Set-aside | Grants |
|----------|---|---------------|-----------------|-----------|-----------|---------------|--------|
|----------|---|---------------|-----------------|-----------|-----------|---------------|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

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

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

- Observations
- Grade Meeting Agendas and Sign in Sheets

- Inter-visitation Schedule

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

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|----|--|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 6 Statement of Practice (SOP) Addressed |   | HEDI Rating |
|---|---|-------------|
| 6.2   | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.                               | e           |
| 6.3   | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.                                  | e           |
| 6.4   | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | d           |
| 6.5   | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.         | d           |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Evidenced in the 2013-2014 Quality Review Indicator 3.4: Establish a culture for learning that communicates high expectations to staff, students families and provides supports to achieve those expectations obtained a Developing Rating.

The percentage of parents completing 2013-2014 NYC School Survey was only 24%, below the city average of 54%.

Needs to be Addressed:

- Provide parental involvement opportunities
- Provide parents information on parenting skills
- Offer parents evening workshops

### Part 2 – Annual Goal

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

By June 2015, PS/MS 50 will increase parental involvement in school activities and communication among community stakeholders by 5% as evidenced by family participation at Parent-Teacher conferences, parent workshops and completion of the learning environment survey responses.

**Part 3 – Action Plan**

|   |  |   |  |
|---|--|---|--|
| <p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. 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>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>As of January 2014, home/school communication has been established via several means:</p> <ul style="list-style-type: none"> <li>• Red folder that carries letters highlighting important events, flyers, Monthly newsletter and calendar.</li> <li>• School Messenger Service allows communications via the phone system</li> </ul>   | <p>All Teachers<br/>Parents</p>                                | <p>February 2015-June 2015</p>                                    | <p>Administrators</p>  |
| <p>A new entrance has been established to allow only PS/MS 50 students to enter and exit the school. This has allowed the Administrative team and support staff to greet parents and students on a daily basis. Parent feel secure dropping students off knowing they are being handed off to staff to escort them to their classrooms (K-1 students) are secured knowing that.</p>   | <p>All Teachers<br/>Security Staff</p>                         | <p>February 2015-June 2015</p>                                    | <p>Administrators</p>  |
| <p>Teachers will use parent Engagement Tuesdays to disseminate what students are learning in all core instructional areas. Furthermore, parents will be invited to meet with teachers to discuss how their children are performing academically and how they can help them further in the home.</p>   | <p>Teachers<br/>Parents</p>                                    | <p>February 2015-June 2015</p>                                    | <p>Administrators</p>  |
| <p>Support parent association and School Leadership Team development through supporting events, networking, workshops and meetings.</p>   | <p>Parent Coordinator</p>                                      | <p>February 2015-June 2015</p>                                    | <p>Administrators</p>  |

**Part 4 – Resources Needed**

|  |
|--|
| <p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> <li>• Material for parent Workshop</li> <li>• Per-session for Facilitators of Parent Workshops</li> </ul>   |

**Part 5 – Budget and Resource Alignment**

|   |                        |          |                             |  |                               |  |                         |  |                         |                             |  |                      |
|---|------------------------|----------|-----------------------------|--|-------------------------------|--|-------------------------|--|-------------------------|-----------------------------|--|----------------------|
| <p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> |                        |          |                             |  |                               |  |                         |  |                         |                             |  |                      |
|   | <p><b>Tax Levy</b></p> | <p>X</p> | <p><b>Title I Basic</b></p> |  | <p><b>Title I 1003(a)</b></p> |  | <p><b>Title IIA</b></p> |  | <p><b>Title III</b></p> | <p><b>P/F Set-aside</b></p> |  | <p><b>Grants</b></p> |
| <p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>          |                        |          |                             |  |                               |  |                         |  |                         |                             |  |                      |
| <p> </p>  |                        |          |                             |  |                               |  |                         |  |                         |                             |  |                      |

**Part 6 – Progress Monitoring**

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

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

- Parent Survey
- Teacher Communication Logs
- Workshop Agendas, sign in Sheet
- Parent Workshop Calendar

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

|   |  |     |  |    |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>                       | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|---|--|--|
| <b>English Language Arts (ELA)</b>  | NYS ELA EXAM<br>E-Class  | I-Ready<br>Wilson Program   | Small group<br>One to one<br>Tutoring  | During School<br>After school  |
| <b>Mathematics</b>  | NYS MATH Exam  | I-Ready   | Small group<br>One to one<br>Tutoring  | During School<br>After School  |
| <b>Science</b>  | Teacher Assessments<br>4 and 8 <sup>th</sup> Grade<br>Science Test | Hands On Projects   | Small Group  | During School<br>After School  |
| <b>Social Studies</b>   | Teacher Assessments  | Research Projects   | Small Group  | During School<br>After School  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | As the need arises   | Reflective Writing  | Group Counseling<br>1:1 Counseling   | During the Day   |

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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.

Recruitment

In order to recruit teachers, we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in differentiated professional development based on observations and teachers surveys. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher, as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings and via the informal and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. Teachers celebrate student work by displaying work on bulletin boards and regular classroom celebrations.

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

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

- An Instructional Team will be identified as the new cohort of teacher leaders. They will work on strengthening their pedagogy practice in component 3c: Engaging Students in Learning. By building teacher capacity to collaborate on techniques and resources, they will be able to design differentiated lessons that are appropriately rigorous in order to engage all students, advance them through the content in a way that enhances learning and explain their thinking as part of completing tasks. The long-term goal is for this team of teacher leaders to share this work with their colleagues in order to continue supporting a collaborate environment that maximizes the impact of student learning.
- A long-term professional development plan is established based on teacher needs and aligned to the CCLS and the Danielson Framework
- Teachers are encouraged to participate in outside professional development opportunities.
- All faculty members have the opportunity to collaborate during common planning time, professional development Mondays
- Leadership team participates in outside professional development opportunities to stay abreast of city-wide expectations.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

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

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

n/a

**Part 4: SWP Schools Only**

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

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

n/a

**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.

The teachers' decision making process includes a MOSL team of teachers representing grades bands K-2, 3-5 and Middle school with representation for ELLs and students with disabilities. Teachers also administer running records at least four times a year which is used to determine independent and guided reading levels for all students in grades K-8. In addition, all students in grades 3-8 were given baseline assessments in both reading in bath. After scoring and a gap analysis are given instructions based on their individual needs during school and during expanded learning time. Progress monitoring is ongoing.

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

**Directions:** All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  | 189,724   |  |                                 |
| Title I School Improvement<br>1003(a)                  | Federal  | 16,961  |  |                                 |
| Title I Priority and Focus<br>School Improvement Funds | Federal  | 70,602  |  |                                 |
| Title II, Part A                                       | Federal  | 178,574   |  |                                 |
| Title III, Part A                                      | Federal  |   |  |                                 |
| Title III, Immigrant                                   | Federal  | 11,200  |  |                                 |
| Tax Levy (FSF)   | Local  | 1,846,509   |  |                                 |

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

Title I School-wide 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, school-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 school-wide 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 school-wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 school-wide program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Vito Marcantonio School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. The Vito Marcantonio School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

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

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **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.

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

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

## Part I: School ELL Profile

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

|  |                          |                          |
|--|--------------------------|--------------------------|
| District <b>04</b>   | Borough <b>Manhattan</b> | School Number <b>050</b> |
| School Name <b>Vito Marcantnio School Public School 50</b> |                          |                          |

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

|  |  |
|--|--|
| Principal <b>Cynthia Rochez</b>  | Assistant Principal <b>Elliot Mable</b>              |
| Coach <b>type here</b>   | Coach <b>type here</b>                               |
| ESL Teacher <b>Karin Flores Reininger</b>                              | Guidance Counselor <b>Peter Wilds / Elsie Madera</b> |
| Teacher/Subject Area <b>Noelle Dunn/ Literacy</b>                      | Parent <b>type here</b>                              |
| Teacher/Subject Area <b>Belsie Cordova/ Common Branch</b>              | Parent Coordinator <b>Lisette Rios</b>               |
| Related Service Provider <b>Jane Rosen</b>                             | Other <b>type here</b>                               |
| Network Leader(Only if working with the LAP team) <b>Gerard Beirne</b> | Other <b>type here</b>                               |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>308</b> | Total number of ELLs | <b>26</b> | ELLs as share of total student population (%) | <b>8.44%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    | Tot # |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| SELECT ONE  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE  | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |   |    |    |    | 7     |
| <b>Total</b>  | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 7     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 26 | Newcomers (ELLs receiving service 0-3 years) | 16 | ELL Students with Disabilities | 9 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 5  | Long-Term (completed 6+ years) |   |

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 16                |      |     | 5                |      |     | 5                                  |      |     | 26    |

| ELLs by Subgroups  |      |     |                  |      |     |                                    |      |     |       |    |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years)   |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     | Total |    |
| All  | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |    |
| <b>Total</b>   | 16   | 0   | 0                | 5    | 0   | 0                                  | 5    | 0   | 0     | 26 |
| Number of ELLs who have an alternate placement paraprofessional: _____ |      |     |                  |      |     |                                    |      |     |       |    |

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 3        | 5        | 1        |          | 1        | 2        | 7        | 3        |          |          |          |          |          | 22        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 1         |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          | 1        |          |          |          | 2        |          |          |          |          |          |          |          | 3         |
| <b>TOTAL</b> | <b>3</b> | <b>7</b> | <b>1</b> | <b>0</b> | <b>1</b> | <b>4</b> | <b>7</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>26</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

|                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B)     | 1 | 2 |   |   | 1 | 4 |   |   |   |   |    |    |    | 8     |
| Intermediate(I) |   | 5 |   |   |   |   | 2 |   |   |   |    |    |    | 7     |
| Advanced (A)    | 1 |   | 1 |   |   |   | 5 | 3 |   |   |    |    |    | 10    |
| Total           | 2 | 7 | 1 | 0 | 1 | 4 | 7 | 3 | 0 | 0 | 0  | 0  | 0  | 25    |

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 |         |    |         |    |         |    |         |    | 0     |
| 8 |         |    |         |    |         |    |         |    | 0     |

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- To assess the early literacy skills of ELLs, teachers use the WRAP (Writing and Reading Assessment Program) and IRLA (Independent Reading Level Assessment of the 100 Book Challenge program). These assessments, paired with teacher observations, provide insight about students understanding of basic literacy concepts and stage of literacy development. This informs each teacher's lessons and the differentiation provided in classes. In response to the variety of literacy skills and levels our school has introduced the 100 Book Challenge reading program to give individuals reading practice at their skill level.
  - The NYSESLAT data shows that, particularly in the higher grades, a majority of the students scored advanced. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a large percentage of our students across grades score proficient in listening and speaking. As it takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication) student test data matches contemporary language learning theory and data.
  - Patterns across NYSESLAT modalities are used to tailor instruction to students' needs. This information is shared with classroom teachers, special education teachers and related service providers so as to inform instruction in all content area and special education classes as well as extended day, after school programs. Specifically, the data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice.
  - 4a. The results on the NYSESLAT have been analyzed. They are broken down by grade level and modality. In general, our NYSESLAT data show that the majority of our students test as advanced in all four modalities. After second grade, only 12 % of the students placed at the beginning level on the NYSESLAT. Across all grades, two students tested as beginners in reading and writing, and none tested as beginners in listening and speaking. Seventy-five percent of 5th graders are currently at the proficiency level in listening and speaking. 6% of students tested at a proficient level in reading/writing, but not listening and speaking. These patterns across the four modalities affect instructional decision-making. ESL instruction targets reading and writing skills at all grade levels. A large portion of class time is devoted to literacy development through activities such as word study, writer's workshop, reading workshop, and independent reading. Also, heterogeneous grouping is employed to utilize overall class strengths to bolster class weaknesses. Students who are weak in one modality are paired with others who are stronger in that modality. Reading and writing instruction is paired with humanities curriculum to integrate and reinforce reading and writing skills development across subjects. In addition, ESL and mainstream classroom teachers meet to collaborate on instruction of specific skills and to discuss individual students' needs. During extended day and after school programs, students receive guided reading instruction in homogeneous groups. With these various techniques we assure that students receive reading and writing support throughout the school from all instructors.
  - 4b. The results of the ELL interim assessments, including the RAP, Reading A-Z, the IRLA reading conferencing and teacher made assessments are used to track student progress in reading and writing and target the specific skills and strategies teacher will use to guide further instruction. The ELA ACUITY testing results are used in grouping students for differentiated guided instruction prior to taking the state ELA exam. Kindergarten through fifth grade are also using the Words Their Way/Spelling program to target spelling and phonics skills through homogenous groupings. Last year, three assessment systems- The Everyday Math Program (RSAs), unit assessments, and the ACUITY Fall predictive- were used to track student progress in math. Based on findings the school piloted the

Voyager Math Program with fourth and seventh graders. The positive results of this program have led to school-wide implementation. Students are selected based on need according to assessments. Students work in small groups with a specially trained teacher three to four periods a week. In these groups student progress is carefully monitored.

4c. The interim assessments have shown that students do not rapidly progress from one level to the next in reading and writing across all grade levels. In the third and fourth grades, there is a dramatic deceleration in reading level advancement. This trend is consistent with that of the general education student population. In order to effectively combat this trend, the school has introduced a school-wide program targeting independent reading and skills monitoring. These programs are delivered both in the ELA classroom and mirrored and extended in ESL pull-out classes and the after school program.

4d. In addition, in order to further support ELLs, several techniques are employed to use students' native language to support English language instruction. Native languages are used in peer groups and by teachers to provide support and clarification when needed. Bilingual materials, including books and glossaries are used in the ESL classroom.

6. Success of our program for supporting ELLs will be determined through both informal and formal assessments. The ability of students to understand lessons, participate in class and complete assignments will be evaluated through teacher anecdotes and analyses of student portfolios. Student performance on interim assessments as well as state tests will continue to be examined to evaluate the effectiveness of school and support programs.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
**Paste response to question here:**
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
**Paste response to question here:**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
**Paste response to question here:**
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
**Paste response to question here:**
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**Paste response to question here:**
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
  1. Possible English Language Learners (ELLs) are identified through several steps, according to DOE procedure. First, the secretary checks for cumulative records from other schools. Parents who are enrolling students in New York City for the first time are given the Home Language Identification Survey (HLIS) by the school secretary. The ESL teacher or another trained pedagogue goes over the HLIS and conducts an informal interview with the child to determine whether the student speaks a language other than English. All students who have qualifying HLIS forms and who, as determined through the informal interview, speak a language other than English are given the formal initial assessment, the LAB-R. Those students who speak Spanish are also given the Spanish LAB. The LAB-R and Spanish Lab are both administered by the ESL teacher. The students who score within the prescribed range are accepted as ELLs, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive

ESL services. In the spring of each year, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students are tested in grade level groups for all tests except the speaking test, when each student is tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers, coaches, and/ or related service providers help administer the test as necessary according to the official testing schedule. These teachers also evaluate the writing portion of the test, following the procedures and rubrics given by the Pearson testing company. Teachers who administer the NYSESLAT view all the materials supplied by Pearson to ensure uniform administration of the test. In addition, the lead scorer attends training in the district. The other scorers then receive turn-key training of scoring procedures using materials from Pearson.

2. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during parent orientations. Parents receive the program pamphlet and watch the video in their native language when available. Several parent orientations are offered in both morning and evening sessions throughout the year, according to the parents' schedules. Each orientation is conducted within ten days of a student's initial enrollment. The ESL teacher speaks several languages so there has not been a need for interpreters of any other language to be present. If such a need arises, the ESL teacher will contact Translation Services to secure the services of an interpreter.

3. Parent letters (entitlement and non-entitlement) are sent out in both English and the home language in the beginning weeks of school, as eligibility is determined, or within ten days of a new student's enrollment (for those students who enroll late in the year. Parent surveys and selection forms are collected during orientation from those parents who attend the orientation or from the student. The ESL teacher contacts parents by phone in addition to sending letters to ensure that parents have received letters, know about the orientation, and that all efforts are made to set up meetings according to parents' availability.

4. The parents of the ELLs are offered the choice of a TBE, bilingual or free-standing ESL program. All of the parents this year have chosen the free-standing ESL program. This choice is offered through the survey which is given in the parent's native language after an explanation of the three programs and the video in the native language of the parent. The placement letters are distributed to the students to give to their parents when the final results of the LAB-R are known. The placement letters are kept in a binder in the main office, in the ESL teacher's classroom, and in the cumulative records of each student. Continued entitlement letters are distributed at the beginning of the school year based on NYSESLAT performance data. The continued entitlement letter records are also maintained in the same three locations; in a binder in the main office, in the ESL teacher's classroom, and in the cumulative records of the students.

5. The overwhelming trend in parent selection is the Free-standing ESL program. The program model at our school is aligned with parent requests. When parents request a program other than freestanding ESL, all efforts are made to help fulfill this request. As all the parents have chosen the program offered at this school, there is no present need to change our programs to build alignment.

6. In our school, we have yet to see a growing desire for TBE programs. All Home Language Surveys are reviewed by the ESL team and analyzed for patterns and trends. The trend in program selection is for free standing ESL programs only; as such our program model is in aligned with parental requests.

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

**Paste response to questions here:**

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

**Paste response to questions here:**

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

**Paste response to question here:**

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

**Paste response to question here:**

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

**Paste response to question here:**

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

**Paste response to questions here:**

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

**Paste response to question here:**

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

There is one classroom teacher with ESL certification who teaches all the ESL classes. The second grade teacher is certified in ESL and services her ELL student in her classroom. ELLs in the ESL classes receive structured ESL/ELA time in homogeneous groups. ESL methodologies are used across the curriculum to support these students. The ESL classes are pull-out. Pull-out classes meet for 50 minute periods in groups of 3-8 students.

ESL groups are both ungraded and graded, and heterogeneous. Students are grouped within grade-level bands. Most groups are composed of beginner and intermediate students or advanced students.

2. The ESL pull-out schedule is designed to ensure that students receive the mandated number of ESL instruction hours. The ESL teacher coordinates with the classroom teachers to ensure that students receive explicit ESL, ELA, and content-area instruction each day. In the class where the teacher is ESL certified, the student receives small group and targeted instruction during the ESL and ELA blocks as well as in math instruction. In this way the teacher ensures that the mandated number of instructional minutes are met.

3. All ESL classes are conducted in English. Content is structured into thematic units. Targeted vocabulary instruction, the use of realia and visuals to scaffold material, collaborative work, project-based learning and balanced literacy exploring a variety of genres ensure that content is rich, varied, and accessible to ELLs. Students work on all four modalities- reading, writing, speaking, and listening to ensure that language development is well rounded.

4. Students are appropriately evaluated in their native language by means of native language textbooks during the classes and glossaries that are provided by the Board of Education that are available in a variety of languages. Staff members speak several foreign languages to assist further in the evaluation of students. One student received her end-of-year exams in her native

language last year.

5a. For SIFE students, materials are carefully selected. Materials including visual representations, realia, and audio-visuals are used to scaffold texts. In addition, classes use TPR, partner work, and focused word study to build literacy in the target language. As much as possible units are structured around topics that all students have background knowledge with or that deal with non-fiction topics which are more readily accessible to ELLs. This provides a basis for understanding more complex reading and listening materials, and developing expressive language, both written and oral.

5b. Similarly, newcomers are offered a lot of visual support for activities and materials. Newcomers have the opportunity to express their understanding of topics in a variety of ways while their productive language capabilities develop. Due to the strict requirements of NCLB for ELA testing after one year of instruction, students are given extra support to understand and feel comfortable with the ELA test. Focused test preparation instruction is integrated by both classroom teachers and the ESL teacher during the regular school day and during extra after-school and weekend sessions.

5c. For ELLs receiving service for between 4 and 6 years, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student. Instruction is focused on these skills and modalities. These students are especially encouraged to attend afterschool programs to receive more focused instruction and practice on these skills. In general writing and reading provide the most difficulty for this group of ELLs. In ESL and across all classes in the upper grades teachers are focusing this year on developing writing skills. By engaging students in activities that develop writing stamina and practice in a variety of genres in all subjects, edents are immersed in this skill. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA tests, but also for the variety of authentic writing tasks they will face in high school and college. The school also uses Great Books, a reading program that allows children to develop the reading, writing, oral communication, and critical thinking skills needed to become good readers.

5d. To support long-term ELLs all teachers use the same methods described above for extended service ELLs: intense reading and writing programs across all grade-levels and subjects, integrated test preparation throughout the year, and after-school programs that are aligned with and extend the regular school day while providing increased small-group and individual support. In addition the ESL teacher, related service providers, and classroom teachers work closely to communicate and address the needs of these students.

6. Teachers of ELLs-SWDs use instructional strategies such as small guided groups, visuals, the incorporation of workshop models, collaborative teach teaching models, individualized instruction, materials, leveled libraries, listening centers (K-4), use of technology such as overhead projectors, ELMOs, and smartboards. Also in the middle school, one of the main instructional strategies is the use is Achieve 3000 program which teaches organizational strategies for students who are identified as needing additional support.

7. There are collaborative team teaching classes, self-contained classes, and support by SETSS teachers. Service providers communicate amongst themselves so there is no overlap in schedules.

8. One of our instructional goals this school year when we service students who has an IEP as English Language Learners (ELLs) is to assist in their language development within all contents. All content area teachers, K-12, are to provide modified instruction based on students' prior academic experiences, English language proficiency, and grade level or content area objectives. ELL teachers provide targeted speaking, listening, reading, & writing instruction. ELLs in regular education classes receive modified instruction and materials, per their IEP goals. ELL teachers and tutors collaborate with classroom teachers to plan and design instructional activities that will help students improve their English skills to achieve grade level standards. At the middle and high school, ELL teachers provide English ELL classes for levels 1-4. The IEP teacher and ELL teacher design an appropriate Plan of Services for students based on their individual English language proficiency level and academic needs.

### Courses Taught in Languages Other than English

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

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

| Class/Content Area    | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: |                            |                    |                            |
| Social Studies:       |                            |                    |                            |

### Courses Taught in Languages Other than English ⓘ

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

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

|          |  |  |  |  |
|----------|--|--|--|--|
| Math:    |  |  |  |  |
| Science: |  |  |  |  |
|          |  |  |  |  |
|          |  |  |  |  |
|          |  |  |  |  |
|          |  |  |  |  |

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

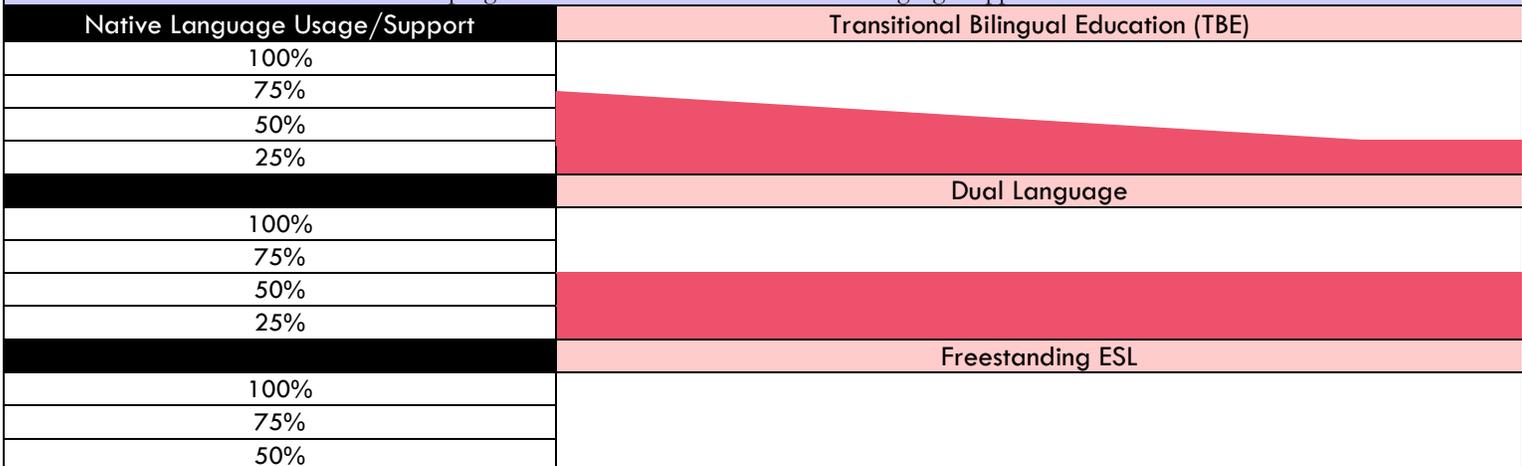
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

### Native Language Usage and Supports

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



25%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

### B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

**Paste response to question here:**

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

**Paste response to question here:**

11. What new programs or improvements will be considered for the upcoming school year?

**Paste response to question here:**

12. What programs/services for ELLs will be discontinued and why?

**Paste response to question here:**

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

**Paste response to question here:**

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

**Paste response to question here:**

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

**Paste response to question here:**

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

**Paste response to question here:**

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

**Paste response to question here:**

18. What language electives are offered to ELLs?

**Paste response to question here:**

19. For schools with dual language programs:

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

## C. Professional Development and Support for School Staff

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

1. Our professional development plan includes outside training for the ESL teacher as well as training for classroom teachers of ELLs not certified in ESL. Professional development includes training for the NYSESLAT, pedagogical training as well as development focusing specifically on the needs of specific populations of ELLs. Assistant principals, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are involved in receiving professional development. During the school year, the ESL teacher will conduct trainings on Tuesdays for grades 3-8 and for K-2 on Fridays during their common preparation periods. All the teachers are supported by the assistant principals and other administrative staff. In addition, because the Friday sessions consist of a smaller group of teachers, the entire school based support team including related service providers, paraprofessionals, secretaries and paren coordinators will be invited to participate. The professional development will be a 10-week program with two weeks each devoted to one of the four language skills: listening, speaking, reading, and writing. The final two weeks will provide additional support on differentiation and assessment for ELLs for the teachers and staff.

2. Over the past year the staff has worked to develop a strong shared reading structure for the humanities curriculum, incorporating ELA and Social Studies instruction. Maintaining a similar structure across grade levels helps students to understand and decode the material as they transition from elementary to middle school. Being a K-8 school we are a smaller community. Teachers across grade levels communicate to share strategies and experiences to best support ELLs as they transition to higher grades. Additional support has been provided in writing from grades 3-8 through scaffolding strategies developed by a writing AUSSIE consultants.

3. In order to ensure that all teachers of ELLs have access to the tools and techniques most effective for supporting ELLs, professional development is offered throughout the year. Professional development includes turnkeys of new professional development sessions attended by the ESL teacher. Professional development also focuses time on the development and sharing of materials teachers use to scaffold learning for ELLs across the curriculum throughout the school day.

4. To assist their English language learners across the curriculum, during the 7.5 hours of training all staff will learn the following:

a. The foundations of language development and language acquisition

b. Setting the stage for developing instructional strategies for ELLs across all subject areas.

c. Strategies for assessing students' knowledge which includes identifying learning objectives, and developing differentiated instruction for various levels of language proficiency.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents are encouraged to be actively involved in their child's education. Family events put on by the school and community organizations as well as PTA meetings and events occur regularly throughout the school year. The parent coordinator and/ or several other Spanish-speaking teachers and staff are always available at these events. DOE-issued posters are displayed informing parents of their right to translated materials. Letters and flyers home are translated into parents' native language as much as possible. In addition to the initial parent orientation, there are ELL parent nights throughout the year to provide parents with information about school programs, testing, and ways and resources to help their children succeed in school.
  2. Several community-based organizations partner with the school to provide services to ELL parents. The Children's Aid Society (CAS) has an office within the school. They provide an after school program for students whose parents cannot pick them up until after work. They also provide free health services, including flu shots and, in prior years, eye examinations and glasses. City Year also works with the school. Volunteers are in the school throughout the week and provide tutoring and activities focused around literature, such as reader's theater and "Bringing Books to Life." Our school also enjoys programs for the 5th grade by "Rosie's Broadway Kids."
  3. Parent needs are determined, as much as possible, through direct correspondence with parents. The DOE's Teachers and related service providers maintain regular contact with parents throughout the year. Several members of the staff are bilingual and able to provide translation for meetings with teachers. When a translator or interpreter is not available to be present, the DOE's over-the-phone interpretation services are used, to ensure that parents' needs and concerns are addressed.
  4. Parental involvement activities inform parents and provide resources to ensure that they have the resources and knowledge they need to help their children succeed in school.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: Vito Marcantonio

School DBN: 04M050

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

| Name (PRINT)                  | Title                | Signature | Date (mm/dd/yy) |
|-------------------------------|----------------------|-----------|-----------------|
| Cynthia Rochez                | Principal            |           | 11/15/13        |
| Elliot Mable                  | Assistant Principal  |           | 11/15/13        |
| Lisette Rios                  | Parent Coordinator   |           | 11/15/13        |
| Karin Flores Reininger        | ESL Teacher          |           | 11/15/13        |
|                               | Parent               |           | 1/1/01          |
| Noelle Dunn/ Literacy         | Teacher/Subject Area |           | 11/15/13        |
| Belsie Cordova/ Common Branch | Teacher/Subject Area |           | 11/15/13        |
|                               | Coach                |           | 1/1/01          |
|                               | Coach                |           | 1/1/01          |
| Peter Wilds/ Elsie Madera     | Guidance Counselor   |           | 11/15/13        |
| Gerard Beirne                 | Network Leader       |           | 11/15/13        |
|                               | Other _____          |           | 1/1/01          |

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

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

DBN: \_\_\_\_\_ School Name: **PS/IS 50**

Cluster: \_\_\_\_\_ Network: \_\_\_\_\_

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

**Part A: Needs Assessment Findings**

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

On the Home Language Identification Survey, parents indicate in which language they want communication. Based on that response, the parents receive materials in the appropriate language. Parents may also request translation and interpretation services during back to school night and parent-teacher conferences.

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

There are 26 ELLs in the school at the present time, 22 of whom have Spanish speaking parents. Of the remainder, one speaks Arabic, one speaks Fulani and two speak Wolof. Several of the Spanish-speaking parents require written translation and oral interpretation. The school community will be made aware of the translation and interpretation needs of the parents of ELLs during upcoming faculty and PTA meetings. The ESL teacher also individually discusses the needs of the ELLs and their parents with their homeroom and content area teachers.

## Part B: Strategies and Activities

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

The school uses translation services from the Department of Education when the need arises. For translation of IEPs, the school pays by the word to have them translated. The school also uses the expertise of teachers who speak and write several languages to translate documents as needed. Finally, many official documents are provided in covered languages on the Department of Education's website, so the school is able to avail themselves of those documents in the required language when necessary.

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

The school uses the Department of Education's service for oral interpretation when a language is needed that is not spoken by the staff. When school staff or parent volunteers do speak the language in question, they are able to provide that service.

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

PS 50 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school posts at the front entrance a sign in the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.



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

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

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

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

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

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

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

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

| Part A: School Information   |             |
|--|-------------|
| Name of School: Vito Marcantonio   | DBN: 04M050 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

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

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

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: There will be an ESL afterschool program for ELLs and former ELLs to aid them in preparation for the NYSESLAT and the ELA exam in April and May. The rationale for this program is that students need to work on their reading and writing skills because they were the weakest areas on the NYSESLAT last spring. Many students are proficient in listening and speaking but remain at an intermediate or advanced level in reading and writing. The students will be using Reader's Theater to improve their reading skills. Based on the stories in Reader's Theater, the students will sharpen their writing skills by writing persuasive pieces and comparative essays as well as creating their own screenplays.

The students served in this afterschool program range from grades 3 to 8.

The class will take place on Tuesday and Wednesday from 2:20-5:00pm, starting in November and continuing to the end of April. It will take place in the ESL teacher's classroom.

The language of instruction will be English. In addition, there will be some Spanish language support for the newcomer ELLs. Both of the teachers in this program are fluent in Spanish, and both of them are certified in ESL. One of the teachers is the school's ESL teacher and the other one is a second grade homeroom teacher.

The teachers will use Reader's Theater materials as well as storybooks during the class. The teachers will develop writing assignments based on these materials.

There will also be a Spanish language heritage program for ELLs and former ELLs in grades 3-8 who are native speakers of Spanish to improve their reading and writing skills in Spanish. Several students' parents have requested that their children have a program to improve their literacy in their native language. Much research has shown that strengthening first language skills dramatically improves students' reading and writing skills in their second language.

The program will be conducted by the ESL teacher, who is fluent in Spanish.

## Part B: Direct Instruction Supplemental Program Information

The materials used for this program will be Spanish language Reader's Theater as well as fiction and non-fiction books in Spanish.

In addition, the school will use some money to purchase review books for the NYSESLAT. Because a fairly large order was placed last year, this year's one will be minimum - one or two review books per grade.

Since at least 60% of the funding must go towards direct instruction, most of the money (roughly 80%) from the Title III budget will be allocated to teacher per session. The ESL teacher will be conducting four sessions a week from November to April (ESL and Spanish) and the homeroom teacher will be conducting two sessions a week (jointly with the ESL teacher) during that same timeframe. The remainder of the money will be used to purchase supplies including the Reader's Theater materials and some review books for the NYSESLAT.

## 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: Teachers need professional development so that they know how to work with the ELLs in their classrooms in terms of their specific needs as English language learners. Nearly all of the teachers in the school have ELLs in their classrooms so all teachers will receive the training.

The professional development will consist of three workshops geared to all teachers in the school due to the fact that nearly all teachers have ELLs in their classrooms. The workshops will focus on best practices in assisting ELLs in the classroom including how to provide scaffolding and visual support, how to simplify text, and how to create an environment where the ELLs are welcome and feel that they are a part of the community.

The ESL teacher will lead all the sessions, which will take place on Thursdays during afterschool in January and February 2014.

The titles of the workshops are below with the times and dates:

"Providing scaffolding and visual support for ELLs" 1/9/15 2:45pm-4pm

"Helping ELLs master the Common Core Learning Standards" 1/23/15 2:45pm-4pm

**Part C: Professional Development**

"Working with newcomer ELLs" 2/6/15 2:45pm-4pm

**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: here will be an open house for the parents of all ELLs so that they are familiar with the ESL curriculum and learn what they can do to help their children with their academic needs. The ESL teacher will inform the parents of the ELLs about this program through letters home and phone calls. The open house will be co-led by the the ESL teacher and the parent coordinator.

The open house will take place on Thursday, January 15, 2015 from 5:30-6:30.

The open house will cover the following topics:

- \* Basics on the ESL program
- \* ESL curriculum
- \* NYSESLAT and how to exit the ESL program
- \* Ways that parents can support their children at home
- \* Question and answer session

There will be a workshop for parents of ELLs in which the parents cook with their children and learn how to attach it to literacy (reading and writing skills). The ESL teacher will co-teach the workshop with the parent coordinator. It will take place Wednesday, May 7 from 5:30-7:00. Parents will be informed about the workshop through letters and phone calls home.

**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 | _____           | _____   |

**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. |
|---|-----------------|---|
| 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>  | _____           | _____   |