



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	09x058
School Name:	PUBLIC SCHOOL 58
Principal:	VELMA GUNN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 58 School Number (DBN): 09x058
School Level: Elementary Grades Served: Prek – 5th
School Address: 459 East 176 Street Bronx, NY 10457
Phone Number: 718-583-6866 Fax: 718-583-6895
School Contact Person: Velma Gunn Email Address: Vgunn@Schools.nyc.gov
Principal: Velma Gunn
UFT Chapter Leader: Carolyn Robinson
Parents' Association President: Kiera Mingo
School Leadership Team
Chairperson: Deborah Lewis
Student Representative(s): N/A

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosado
Superintendent's Office Address: 450 St. Pauls Place Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-825-0478 Fax: 718-410-8933

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

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 (Blue Ink)
Velma Gunn	*Principal or Designee	
Carolyn Robinson	*UFT Chapter Leader or Designee	
Keira Mingo	*PA/PTA President or Designated Co-President	
Grace Tucker	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esmeralda Rosas	Parent	
Shamika Pope	Parent	
Lorraine Sanders	Teacher	
Amanda Hopkins	Parent	
Tanya Delgado	Parent	
Deborah Lewis	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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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:

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

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

Vision

At Public School 58 we provide rigorous and individualized academic instruction in all content areas. Through collaboration and the infusion of technology, students will become career and college ready.

We at Public School 58 believe school improvement outcomes with effective change happens when there is change in the content, the teacher and the student. We define rigor as creating an environment that promotes a culture of collaboration with high expectations in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels. Students actively engage in meaningful tasks and rubrics are used to provide feedback to students.

This year our professional development action plan includes deepening our professional learning community. Teacher teams have worked horizontally and vertically. Professional Development with Collaboration of Teams has had an impact on teaching and learning. Professional development occurs weekly as part of our Circular Six Plan, Mondays, Tuesdays and weekly grade level common planning has been scheduled for all grades. In addition teachers meet and plan after- school, per-session and training rates are provided as per the contract. Monthly professional development supports our collaboration with Lehman College and the Math-Up Grant on effective teaching strategies for problem solving which includes the peer coaching model, Generation Ready Literacy and Technology Consultant, SIOP training, Common Core Unit planning, aligning Performance Tasks, and the Charlotte Danielson Framework has resulted in increased collaboration with teachers and an increase in the depth of student work as measured by rubrics/checklists and student work. Review of student portfolios in literacy and mathematics indicate an increase in the number of students reaching proficiency based on the rubrics across the grades. Implementation of our goals required rigorous curriculum that is supported by professional development that infuses the Common Core Standards which meet DOE expectations.

The school community examines and tracks to understand success towards goals across the grades. Teachers use common assessments embedded in the units of study with rubrics/checklists that are aligned to the Common Core Learning Standards to assess students' progress toward achieving school goals across the grades. Students' results are then used to adjust the curriculum and classroom instruction so that all of our students, including ELLs and SWDs, demonstrate increased mastery. The primary goals of the year are aligned with our SCEP, Quality Review feedback and PPO suggestions. These intended goals were designed and developed based on data, student and teacher outcomes. The use of formative and summative assessments, base line, mid line, and end line assessments are done in reading, writing and mathematics school wide. For Tier 1 assessments, the school uses IREADY. Instructional paths are created for students using IREADY and Waterford, (K-2). We implement school wide assessments as follows: Running Records Benchmarks using Fountas and Pinnell and for MOSL we used TCWRP Assessments for base lines and end lines. Foundations a researched based program is used for K-2.

Our school has collaborated on teacher teams throughout the year. Teachers work together weekly, planning and sharing best practice. Units of study with a focus on more rigorous curriculum have been the content of meetings and planning sessions. Looking at appropriate resources and materials to meet instructional goals has teachers working together to improve instruction. Teachers meet and discuss assessments and student work. Teachers have critical friends and this has increased the level of trust in the school. The consistent grade level meetings helped teachers share lessons and work collaboratively at setting grade goals. Teachers use the

Common Core Standards to develop higher level expectations across the school. All grade level teachers meet during Circular Six Professional Development and planning this includes general education teachers and special education teachers on the same grade. This builds on our goals from last year of having an effective professional learning community. The structure specially the weekly schedule supports this collaborative effort that has increased the consistency in the school. Teachers are using the Danielson's Framework , critical friends, and student work to help measure their growth.

The impact of this work to date is students are showing progress towards meeting their goals. Teacher practice has improved as evidenced by the use of the Danielson Framework. Teacher teams are moving the implementation, evaluation and success of our students.

09X058 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	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	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate			87.2%
% Free Lunch	89.7%	% Reduced Lunch			1.8%
% Limited English Proficient	22.6%	% Students with Disabilities			25.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.8%	% Multi-Racial			1.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)			18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4			11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
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	NO				

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				

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School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.4%	% Attendance Rate		87.2%
% Free Lunch	89.7%	% Reduced Lunch		1.8%
% Limited English Proficient	22.6%	% Students with Disabilities		25.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.8%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)		18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4		11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
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	NO			
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			

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% 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		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
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	NO			
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			

09X058 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	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	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate		87.2%	
% Free Lunch	89.7%	% Reduced Lunch		1.8%	
% Limited English Proficient	22.6%	% Students with Disabilities		25.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		23.5%	
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	1.8%	% Multi-Racial		1.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)		18.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.23	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4		11.1%	
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
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	NO				
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				

09X058 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.4%	% Attendance Rate		87.2%
% Free Lunch	89.7%	% Reduced Lunch		1.8%
% Limited English Proficient	22.6%	% Students with Disabilities		25.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.8%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)		18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4		11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
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	NO			
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			

09X058 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.4%	% Attendance Rate		87.2%
% Free Lunch	89.7%	% Reduced Lunch		1.8%
% Limited English Proficient	22.6%	% Students with Disabilities		25.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.8%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)		18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4		11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
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	NO			
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			

09X058 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	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	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate			87.2%
% Free Lunch	89.7%	% Reduced Lunch			1.8%
% Limited English Proficient	22.6%	% Students with Disabilities			25.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.8%	% Multi-Racial			1.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)			18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4			11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
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	NO				
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				

09X058 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	497	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	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate			87.2%
% Free Lunch	89.7%	% Reduced Lunch			1.8%
% Limited English Proficient	22.6%	% Students with Disabilities			25.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.5%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.8%	% Multi-Racial			1.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# 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)	2.7%	% Teaching Out of Certification (2013-14)			18.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4			11.1%
Science Performance at levels 3 & 4 (4th Grade)	70.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
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	NO				
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.	E
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.	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.

3.2 The school has received a rating of Effective for this Statement of Practice: The school leader and staff support and facilitate the quality implementations of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre k – 12.

All students benefit from Common Core aligned curricula across content areas that integrates the instructional shifts and builds coherence by engaging students in rigorous tasks, thereby promoting college and career readiness. (1.1)

- The school uses Ready Gen Common Core aligned curriculum merged with Teachers' College Units of Study, including Department of Education (DOE) and Engage New York task bundles for English language arts to embed rigorous activities. Science and social studies content is taught through the literacy curriculum to build coherence. Go Math curriculum is merged with DOE math task bundles to ensure that students engage in real world applications. The school purposely infuses academic vocabulary in writing across all subjects and emphasizes the use of complex text as part of their instructional shifts integration. Lesson design promotes college and career readiness for all students by developing verbal collaboration during group assignments. As a result, student achievement is increasing as evidenced by online progress monitoring tools that show improvements

in proficiency levels that exceed school improvement goals.

- Each unit of study culminates with an academic task that requires the use of higher-order thinking skills for all students across grades and subjects. For instance, a fifth grade literacy unit uses social studies content to enable students to use textual evidence to write an opinion piece on the topic of rights of young people in the United States. The needs of English language learners and students with disabilities are addressed through numerous accommodations such as sentence frames, sentence starters, cloze sentence structures, extra time, partnering and allowing students to draw their ideas to help students explore their thinking. As a result, all students have access to a rigorous curriculum and the school has achieved Title III AMAO target 1 English language learners making progress and target 2 English language learners achieving proficiency.

The school has received a rating of Developing for this Statement of Practice: 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)

Deepen differentiation of instruction, including effective questioning that elicits higher order thinking and extends learning, so that all lessons engage students and offer suitable challenge at their level. (1.2)

- Teachers routinely use strategic grouping to provide students with support from peers during collaborative group work. However, not all classrooms visited differentiated activities to a level that would enable a variety of learners to participate effectively. For instance, a second grade English language arts class used story clues to retell a story including major events, setting and characters utilizing books on their independent/instructional level in homogenous groups. However, in some other classes all students used the same materials throughout the lesson even when unable to effectively accomplish the lesson's objective, thereby missing opportunities to engage and challenge all learners.

- Classroom visits demonstrate various levels of student collaboration practices. For instance, students adroitly use reciprocal strategies like predicting, clarifying, questioning and summarizing to discuss how an earthquake can affect a country's economy in a fifth grade social studies lesson. In contrast, a third grade special education math lesson referred to an "act it out" strategy to enable students to compare fractions, however, the strategy was neither explained nor demonstrated, making it difficult for students to work with each other and comprehend the relationship between the numerator and denominator when comparing fractions. In addition, student work samples were scarce in some classrooms. As a result of this inconsistency in practice, student discussions and work products reflect uneven levels of student thinking and participation across classrooms.

- Strengthen assessment practices to ensure that students are routinely provided with actionable feedback and teachers use ongoing checks for understanding to make effective lesson adjustments to meet all students' learning needs. (2.2)

- The school utilizes baseline, midline, and end line assessments in reading, writing and math to progress monitor progress towards goals across grades and results are used to adjust curriculum and instruction. For example, math end of unit exams indicated huge gaps in students' math skills, prompting the school to temporarily utilize Engage NY and Envision Program materials to bolster student math skills before returning to the Go Math curriculum. Across classrooms, teachers use rubrics and assessments that are aligned with the school's curricula and teachers routinely provide

actionable feedback on culminating tasks, however, student notebooks and writing folders contain limited comments from teachers, thereby hampering efforts to provide actionable feedback to students. For example, culminating task feedback provided to students is rubric- based giving students specific suggestions to improve the quality of their work, while notebook writing entries and writing folders contain limited comments such as "good job", thereby missing opportunities to provide actionable feedback to students.

- Teachers routinely use ongoing checks for understanding during lessons through the use of questioning, exit slips, conferencing, and reflection sheets and students self-assess utilizing both checklists and rubrics, however, this information is not consistently used to adjust instruction. For instance, a math lesson about perimeter and area was continued without any adjustment or re-grouping even though many of the students could not verbalize the difference between these measurements, providing missed opportunities to effectively meet students' learning needs.

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.

Goal: By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

To improve achievement in ELA for all students, including ELLs and SWDs, the following professional development activities will be offered to improve teacher effectiveness in delivering instruction:

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher programs will include two periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.	All Teachers	Weekly, September 2014-June 2015	Principal, assistant principals, coaches, teachers
Network special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.	SE Teachers and classroom of SWD students	September 2014-June 2015	Network instructional support specialist, SWD teachers, classroom teachers

The Center for Applied Linguistics (CAL) will provide professional development on the SIOP Model to design and deliver lessons that address the academic and linguistic needs of English learners.	ESL teachers and Classroom teachers of ELL students	September 2014-June 2015	CAL, ESL and classroom teachers
Parent involvement programs will include “Literacy Nights” and “Parents as Partners in learning” to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating children.	Parents/Guardians of SWDs, ELLs and other at-risk students	October 2014-June 2015	Administrators, Teachers and a local CBO, Children’s Aid Society

Part 4 – Resources Needed

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

- Master schedule programming to allow two periods a week of common planning time for all teachers
- Network SWD staff to provide professional development
- Funding for vendor to provide SIOP training, materials, unit of study
- Funding for partner to provide parent outreach programming
- Funding for teacher coach, certified ELLs and SWD teachers

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	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Consolidated Plan

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:

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

1. Administrative observation of implementation of differentiation of instruction for ELLs, SWDs and at-risk students in general education classroom as evidenced in Advance.
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments: Running Records, I-Ready, Go Math , Student Work
4. Increased attendance at parent and family programs
5. Monitoring and tracking - September to November 2014, Quarterly, October 2014 to May 2015, Monthly, October 2014 to April 2015, Weekly, October 2014 to June 2015, Twice-monthly October 30 to February 2015

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

A. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
B. 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:

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.

4. 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.	E
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.	E
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.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. 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.

The school has received a rating of Effective for this Statement of Practice:

Design a theory of action to establish a vision of school improvement that utilizes concrete strategies with measurable expectations for all stakeholders to inform progress and support the academic and personal growth of students and adults. (1.4)

- The school regularly celebrates students for exemplary attendance, academics and behavioral gains through monthly celebration assemblies to recognize student success. School leaders intentionally conduct over five special workshops and meetings such as town hall and principal coffee meetings for parents monthly to increase parental involvement. As a result, parental attendance and participation figures are the highest in the school's history and there have been no student suspensions so far this year.
- The school exhibits a very positive and trusting environment as evidenced during all classroom visits and observations of teacher team work. School leaders promote school spirit by associating the school as the "Home of the Lions". Student Council members make frequent announcements, participate in Respect For All anti-bullying presentations, and organize school-wide Ten Acts of Kindness activities such as Breast Cancer walks and Asthma awareness events, thereby involving

students in school and community improvement efforts. While these practices have enabled the school to establish a culture of mutual trust and positive attitudes, the school has not developed a theory of action that uses stakeholder feedback and input to support progress towards the school's goals. As a result, current progress is not yet reflected in learning environment survey data.

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, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: 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"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher programs will include two periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities as it correlate to attendance.</p>	<p>All Teachers</p>	<p>Weekly, September 2014 – June 2015</p>	<p>Principals, assistant principals, coaches, teachers</p>
<p>Network special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data. Attendance will be monitored and track as a factor.</p>	<p>SE teachers and Classroom teachers of SWD students</p>	<p>September 2014 – June 2015</p>	<p>Network instructional support specialist, SWD teachers, classroom teachers</p>
<p>Parent involvement programs will include “Literacy Nights” and “Parents as Partners in learning” to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating children.</p>	<p>Parents/Guardians of SWDs, ELLs and other at-risk students</p>	<p>October 2014-June 2015</p>	<p>Administrators, Teachers and a local CBO, Children’s Aid Society</p>
<p>Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. Effective use of school counselor to address absence and lateness . ATS and other attendance reports to be generated and analyzed scheduled team meetings of assistant principal,</p>	<p>Parents/Guardians of SWDs, ELLs and other at-risk students</p>	<p>October 2014-June 2015</p>	<p>Administrators, Teachers and a local CBO, Children’s Aid Society</p>

guidance counselor, and data specialist. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students.			
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Part 4 – Resources Needed

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

- Master schedule programming to allow two periods a week of common planning time for all teachers
- Network SWD, ELL staff to provide professional development
- Funding for vendor to provide training and materials
- Funding to provide parent outreach programming
- Funding for teacher coach, certified Ells ,SWD teachers, and Guidance Counselors

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)	X	Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Consolidated Plan

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:

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

- Report of all students deemed at-risk as per attendance and lateness
- Define intervention(s) for all students deemed at-risk as per attendance and lateness
- Guidance Counselor evidence (log) of contact hours with identified at-risk students
- ATS and other attendance reports to be generated and analyzed
- Scheduled team meetings of assistant principal, guidance counselor, and data specialist
- Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk student

Part 6b. Complete in February 2015.

a. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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b. 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:

7. 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.

8. 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
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:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. 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.

The school has received a rating of Developing for this Statement of Practice.

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

- Deepen differentiation of instruction, including effective questioning that elicits higher order thinking and extends learning, so that all lessons engage students and offer suitable challenge at their level.
- Strengthen assessment practices to ensure that students are routinely provided with actionable feedback and teachers use ongoing checks for understanding to make effective lesson adjustments to meet all students' learning needs.
- Design a theory of action to establish a vision of school improvement that utilizes concrete strategies with measurable expectations for all stakeholders to inform progress and support the academic and personal growth of students and adults.

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 students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: 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"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Network Special education achievement coach will work directly with grade and subject area teams to ensure the units are in alignment with CCLS and informed by data</p>	<p>All Teachers and related service staff</p>	<p>Monthly workshops and assessment, November 2014 to June 2015.</p>	<p>ELL teachers, SE teachers, and classroom teachers</p>
<p>Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teachers teams as they develop ELA units and tasks for ELLs.</p>	<p>All Teachers and related service staff</p>	<p>Monthly workshops and assessment, November 2014 to June 2015.</p>	<p>ELL teachers, SE teachers, and classroom teachers</p>
<p>Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum</p>	<p>All Teachers and related service staff</p>	<p>Monthly workshops and assessment, November 2014 to June 2015.</p>	<p>ELL teachers, SE teachers, and classroom teachers</p>
<p>Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June. Teachers will also have Mondays and Tuesdays after school professional development. We will also create professional partnerships and intervisitation with other schools.</p>	<p>All Teachers and related service staff</p>	<p>Monthly workshops and assessment, November 2014 to June 2015.</p>	<p>ELL teachers, SE teachers, and classroom teachers</p>

Part 4 – Resources Needed

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

- Educational consultant, common planning time for teachers to attend PD sessions
- Network Special education achievement coach, common planning time for teachers to attend PD sessions
- Network ELL specialist, common planning time for teachers to attend PD sessions
- Network ASE, common planning time for teachers to attend PD sessions

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

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

Monitoring and tracking - September to November 2014, Quarterly, October 2014 to May 2015, Monthly, October 2014 to April 2015, Weekly, October 2014 to June 2015, Twice-monthly October 30 to February 2015

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

A. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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B. 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 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:
 11. 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.
 12. 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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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.	E

Part 1b. Needs/Areas for Improvement:
 13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 14. 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.

The school has received a rating of Effective for this Statement of Practice.

- All students benefit from Common Core aligned curricula across content areas that integrates the instructional shifts and builds coherence by engaging students in rigorous tasks, thereby promoting college and career readiness.
- The principal makes informed decisions to effectively upgrade technology, provide frequent structured teacher team collaborations, and establish after-school and Saturday enrichment programs to meet school goals and the needs of all students.
- The school has established effective systems for monitoring teaching practice with a focus on clear feedback and student work analysis to improve instructional practices.

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, the principal and assistant principals will conduct a minimum of 4 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards.	Principals, assistant principals, teachers	September to February 2014 September to November 2013 September to November 2013 September 2013 to May 2014	Principals, assistant principals, teachers, Network administrative support
Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.	Principals, assistant principals, teachers	September to February 2014 September to November 2013 September to November 2013 September 2013 to May 2014	Principals, assistant principals, teachers, Network administrative support
Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2014)	Principals, assistant principals, teachers	September to February 2014 September to November 2013 September to November 2013 September 2013 to May 2014	Principals, assistant principals, teachers, Network administrative support

Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress	Principals, assistant principals, teachers	September to February 2014 September to November 2013 September to November 2013 September 2013 to May 2014	Principals, assistant principals, teachers, Network administrative support
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Time for professional development, per session and per diem • Scheduled time during the school day for individual conferences with each teacher and an administrator • Scheduled time during the school day for individual conferences with each teacher and an administrator • Scheduled time during the school day teacher observation and pre- and post conferences

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		Title I Basic		Title I 1003(a)		Title IIA			Title III	X	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:			
<ol style="list-style-type: none"> 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"> • September to February 2014 • September to November 2014 • September to November 2014 • September 2014 to May 2015 			
Part 6b. Complete in February 2015.			
a. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
b. 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:
 15. 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.
 16. 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:
 17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. 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.

The school has received a rating of Developing for this Statement of Practice.

Strengthen:

- 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.
- 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.

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.

In the 2014-2015 NYCDOE School Survey Report, parental response rate will increase 10%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Planning and implementation of a Family outreach plan</p>	<p>All parents, teachers, and students</p>	<p>August-June, ongoing Fall, Spring Day time workshops, breakfasts, evening events Ongoing, September 2014-June 2015</p>	<p>Principal, assistant principal, parent coordinator, selected teachers, attendance teacher, guidance counselors, pupil accounting secretary</p>
<p>New Parent Orientation/Family Night/Open House for Parents</p>	<p>All parents, teachers, and students</p>	<p>August-June, ongoing Fall, Spring Day time workshops, breakfasts, evening events Ongoing, September 2014-</p>	<p>Principal, assistant principal, parent coordinator, selected teachers, attendance teacher, guidance counselors, pupil accounting secretary</p>
<p>Monthly implementation of parental offerings</p>	<p>All parents, teachers, and students</p>	<p>August-June, ongoing Fall, Spring Day time workshops, breakfasts, evening</p>	<p>Principal, assistant principal, parent coordinator, selected teachers, attendance teacher, guidance counselors, pupil accounting secretary</p>

		events Ongoing, September 2014-	
Student recognition events	All parents, teachers, and students	August- June, ongoing Fall, Spring Day time workshops, breakfasts, evening events Ongoing, September 2014-	Principal, assistant principal, parent coordinator, selected teachers, attendance teacher, guidance counselors, pupil accounting secretary

Part 4 – Resources Needed

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

- Common planning time for Principal, assistant principal, parent coordinator, selected teachers
- Staff attendance at New Parent Orientation/Family Night/Open House for Parents
- Parent coordinator’s planning and hosting of parent offerings
- Staff attendance at Student recognition events

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	X	P/F Set-aside		Grants
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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:

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

August-June, ongoing

Fall, Spring

Day time workshops, breakfasts, evening events

Ongoing, September 2014-

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

• 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom 3 rd	Strategic Reading, Guided Reading, Independent Reading, and Cloze Reading, Ready Gen, I Ready, Waterford and Foundations.	Small Group, one-to-one, afterschool, before school and Saturday Academy.	During the school day, after school, before school and on Saturday Academy.
Mathematics	Bottom 3 rd	Strategic Math, Guided Math, Independent Math, I Ready and Go Math Intervention.	Small Group, one-to-one, afterschool, before school and Saturday Academy.	During the school day, after school, before school and on Saturday Academy.
Science	Bottom 3 rd	Exploration /Experimentations (FOSS) and Ready Gen Writing Intervention.	Small Group, one-to-one, afterschool, before school and Saturday Academy.	During the school day, after school, before school and on Saturday Academy.
Social Studies	Bottom 3 rd	Ready Gen Writing Intervention.	Small Group, one-to-one, afterschool, before school and Saturday Academy.	During the school day, after school, before school and on Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from Administration, parents, and teachers	Guidance Counseling with anti bullying program with Sapis Worker.	Small Group, one-to-one,	During the school day.

Section 7: Title I Program Information

Directions:

- C. All schools must indicate their Title I status in Part 1
- D. All elements of the *All Title I Schools* section must be completed in Part 2
- E. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- F. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- G. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- H. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support_Involve parents in their children’s education through greater collaboration with teachers and other school staff, and increased engagement in the school’s education program

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Transition to kindergarten involves intervisitations to local daycare and preschools and orientations for new parents, we are aligned with the preschool curriculum and prepare readiness activities and units to address the needs of the new students. We currently have two full day preschool classes. Teachers review curriculum and adjust and align units of study to meet the needs of the students. Students are assessed and placed in classes following admission. Parents are encouraged to attend monthly meetings and school activities are designed to help parents support their children.

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff. Our teacher teams and curriculum team meet to design and adjust curriculum.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	403,614	X	12, 15, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	97,417	X	12, 15, 24
Title II, Part A	Federal	66,756	X	12, 15, 24
Title III, Part A	Federal	13,172	X	12
Title III, Immigrant	Federal	20,157	X	12, 18, 21
Tax Levy (FSF)	Local	2,514,355	X	12, 21, 24

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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. Public School 58, 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. Public School 58 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Public School 58 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- 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

I. School Information [i](#)

District 09	Borough Bronx	School Number 058
School Name Public School 058		

J. 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 Velma Gunn	Assistant Principal Irina Soto
Coach Rita Diaz	Coach type here
ESL Teacher Karen Leger-Kuzner	Guidance Counselor Madeline Velez
Teacher/Subject Area Miguelina Calderon	Parent
Teacher/Subject Area Damaris Rentas	Parent Coordinator LaTanya Harris
Related Service Provider	Other Trinette Crutthers, Special Ed
Network Leader(Only if working with the LAP team) type here	Other Rosemary Caban

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	457	Total number of ELLs	93	ELLs as share of total student population (%)	20.35%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>		1	1		1	1								4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In			5	5		5								15
Pull-out		5	5	5	5									20
Total	0	6	11	10	6	6	0	0	0	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	17	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	32									32
Dual Language										0
ESL	44			17						61

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	76	0	0	17	0	0	0	0	0	93
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE		16	4											20
SELECT ONE					4	8								12
SELECT ONE														0
TOTAL	0	16	4	0	4	8	0	32						

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	18	11	11	16	7	14								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	18	11	11	16	8	15	0	79						

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)	11	5	3	1	3	12								35
Intermediate(I)		7	3	5	3	6								24
Advanced (A)	7	10	7	8	1	6								39
Total	18	22	13	14	7	24	0	98						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	9
4	20	2	0	0	22
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		1						9
4	15	5	5	1					26
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		10		8				25
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The researched based assessment tools used to assess early literacy skills of our ELL students include Estrellita, TCRWP, Running Records NYC ELA Performance Tasks, writing baselines, mid-line and end lines. The LAB-R and the Spanish LAB are administered to identify ELLs. The TCRWRP is a formal assessment administered as a base line and end line, while the Rigby running records are ongoing

assessment. Unit tests, checklists, rubrics and student works are used as assessment tools. The Reach National Geographic Program supplements and supports classroom instruction for our ELLs.

6. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across the proficiency levels on the LAB-R and NYSESLAT for each grade revealed that our students made significant English progress and reached their AMAO Targets 1 and 2 this year.
7. 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 [AMAQ tool](#))

Although the modality ATS RMNR Report is not available, the analysis of the NYSESLAT 2013 results indicated that reading, writing and listening should be the focus across all grades and all proficiency levels. Explicit teaching that hones in on lessons that target the development of language acquisition through resources such as REACH and Text Talk. These resources are aligned with the Common Core Learning Standards and promote academic literacy, text dependent responses, high order thinking skills and the Citywide instructional shifts.

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

4a. The 2013 NYSESLAT data indicated, ELLs in the early childhood grades (K-2) and grade 5 made significant growth in progress and proficiency. The data revealed that listening and writing should become a focal point for instruction.

- o Grades 3-5 will target academic literacy and comprehension instruction using challenging texts in ReadyGen and math interventions, using Go Math as a resource. Ongoing item analysis will be used to highlight specific targeted skills in need of improvement by our ELL team, which will be supported by our Generation Ready Literacy Consultant. Item analysis will be used to highlight specific skill areas in need of improvement.

- b. School leadership and teachers use the results of the ELL Periodic Assessments to facilitate student groupings, establish goals and develop instructional plans for our ELLs. Students are assessed twice, in October and March. These results will measure progress and proficiency. In addition, formative assessments, student work and student portfolio will be used to monitor and track performance

- c. The school is learning from the Periodic Assessments that we need to increase the oral language and listening skills to produce an increase in reading and writing through the use of rich challenging texts, multiple opportunities for students to express themselves orally utilizing strategies and skills that promote language development and academic literacy. We need to support and strengthen native language skills through the use of resources such as: Estrellita, La Cartilla Phonetica, and guided reading in Spanish. It also reveals that parents need workshops and professional development to support their children at home.

9. 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](#).)

Public School 58 will provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) model which includes:

- * a systematic process for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in a U.S. classroom,
- * an opportunity to examine the appropriateness of classroom instruction and the classroom context, based on knowledge of individual student factors,
- * a regular plan for gathering information through informal and formal assessments; and nondiscriminatory interpretation of all assessment data.

The 4 action steps listed below is the process we follow at PS 58:

1. UNIVERSAL SCREENING is administered to all students, TCRWP and IReady Online Assessments in Reading and Mathematics. As required by State rules and as a first step in a universal screening process, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. With this information, teachers will begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices

2. STRONG CORE (TIER 1) INSTRUCTION is delivered to all students in the general education classroom by qualified educators using the Performance Tasks, Units of Study, ReadyGen and Go Math. Strengthening classroom instruction (i.e., the instructional core), is a key step to supporting ELLs at-risk for or experiencing difficulties, as well as a critical step in fully implementing the RtI model. The structure of the lesson includes the Sheltered Instructional Observation Protocol Model, evidence of the Danielson Framework and Citywide Instructional Expectation.

- * Teachers and Students Producing Together
- * Developing Language and Literacy Across the Curriculum.
- * Making Lessons Meaningful.
- * Teaching Complex Thinking.
- * Teaching through Conversation.

3. INTENSIVE, TARGETED INTERVENTION is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. ELLs receive instructional interventions that utilize strategies that are research-based with ELLs. Teams considering ELLs' progress will utilize a problem-solving process and a body of evidence to make decisions. For ELLs, the documentation analyzed should include:

- * an explanation of how instruction was differentiated to address native and second language concerns and cultural differences
- * a description of the amount and type of ESL instruction
- * an understanding of whether or not native language support was used
- * a description of the amount and type of native language instruction (as appropriate)
- * an identification of instructional areas (specific skills and competencies) that need further, more intense intervention (Tiers 2 and 3), and; the extent, if any, to which ESL instruction and/or native language instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention

4. PROGRESS MONITORING informs how at-risk students are responding to instruction. Progress monitoring data will be used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background.

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

In order to determine which program is best suited for a student, data from the LAB-R and Spanish Lab is looked at closely to access if a student would perform better in a Transitional Bilingual Education Program, Dual language, or Freestanding ESL program. After initial review of the data and orientation with the parent, the student is placed in a program according to the parent choice. By monitoring the student's language acquisition through various assessments, including the ELL periodic assessment, TCRWP, and formative and summative assessments, it is determined if a student is making significant growth in second language acquisition. Students are provided with additional support, including after school programs, and targeted small group instruction to continue supporting them in their language development. Although we support program fidelity, if a parent requests that they want to change their child from a TBE program to an ESL program, we evaluate the student's second language acquisition progression to determine if the child is ready for the all English program and consult with the parent before final program changes are made.

To ensure that content area teachers are supporting ELLs in building their English Language skills, all teachers are trained on gaining access to ELL data through various portals such as ARIS and Skedula. Teachers are trained on how to identify which students are ELLs, their proficiency levels on NYSESLAT and/or LAB-R, and their proficiency rating in the four modalities. With the data, teachers are then able to differentiate instruction and integrate literacy so that students are receiving support in the development of SIOP. SIOP is being implemented so that key vocabulary tier 2 words are introduced weekly and teachers monitor the use of these words by students in the four modalities in the English language. These words are also announced during the morning announcements so that all students receive exposure to the words throughout the day. Teachers also participate in professional development activities within the school that focus on differentiating instruction for students based on their various learning styles, needs and language acquisition levels.

Using the SIOP model and researched based programs in the native language provides access and multiple pathways for students to enrich and enhance their native language skills and English. Our Transitional Bilingual Program includes: Balanced Literacy in English and Spanish. Classrooms are equipped with English and Spanish libraries aligned with the thematically. Teachers have a native language arts program that supports the development of their second language acquisition, using multiple modalities and differentiated instruction. Teachers also use realia, picture dictionaries, visuals and technology.

11. For dual language programs, answer the following:

- c. How are the English-proficient students (EPs) assessed in the second (target) language?
- d. What is the level of language proficiency in the second (target) language for EPs?
- e. How are EPs performing on State and City Assessments?

Not applicable. We do not offer Dual Language at this time.

12. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL program is evaluated by consistently monitoring and tracking student's performance along with the effectiveness of ELL interventions and strategies used by the teachers. Ongoing assessments throughout the year and a variety of benchmarks; including IReady, REACH, Waterford and ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

Part IV: ELL Identification Process

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

5. 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](#).)

As part of the registration process, parents are given a Home Language Identification Survey (HLIS) for each child that they are registering by our Pupil Accounting Secretary, Ms. Nazario. Once the parent has completed the document, the secretary calls in the English Language Learners (ELL) Coordinator, Ms. Soto, or the English as a Second Language (ESL) teacher Ms. Kuzner-Leger. If the HLIS indicates a language other than English, the certified ELL Coordinator and/or the certified ESL teacher or other licensed pedagogues conduct an oral student interview in English and the native language of the parent and student to assist in determining home language.

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. Policies and procedures regarding both are outlined below. When parents first enroll their child in a school, the school must administer the Home Language Identification Survey (HLIS) to determine the child's home language, as part of general intake procedures. The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child.

A licensed pedagogue Ms. Soto, ELL Coordinator and/or Ms. Kuzner-Leger, ESL Teacher completes the HLIS form with the parent and ensure entry of this information in the designated ATS screen.

Completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record. Any one response to questions #1 – 4 and two responses to questions #5 – 8 that includes a language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English is determined by the licensed pedagogue (ELL coordinator, ESL teacher) and consequently the ELL Coordinator flags the students as eligible for the LAB-R exam in English and in Spanish if that is the students' native language. The LAB-R and Spanish LAB are then administered by the ELL Coordinator to those students eligible for testing within the first ten days of school. In the event that the ELL Coordinator is unavailable for the administering of the HLIS, oral interview, or LAB-R, the ESL Teacher, Ms. Karen Kuzner-Leger, licensed ESL certified teacher, will administer the Lab-R. The LAB-R and Spanish LAB are hand-scored at the school by the ELL Coordinator to determine the student's level of English Proficiency using the LAB-R cut scores as per Assessment Memorandum No. 2 and Spanish Language Proficiency. If the student scores below proficient (i.e. beginning or advanced level) the student is classified as an English Language Learner (ELL). They will be tested annually using the New York State English as a Second Language Assessment Test (NYSESLAT) to assess their proficiency in English. Once the student passes all modalities of the NYSESLAT, the student is considered proficient in English and is now considered a former ELL.

6. 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.

Once the Language Assessment Battery Revised (LABR), has been administered and a student is identified as an ELL within the first 10 days of registration, entitlement letters with an invitation to a Parent Orientation is sent home. At the orientation, parents are well immersed in all three program choices and given the opportunity to ask questions to ensure the appropriate program choice is made. Following the oral informational piece, the Orientation video will be played for further explanation of their parental choices. Copies of the entitlement letters and program selection letters will be on site on the day of the orientation in case parents forget to bring them. A Parent Survey and Program Selection form is distributed at the orientation. Parents are asked to fill out the survey and selection form while they are at the orientation. The orientation is held the parent's native language. Where necessary an

interpreter is provided. We will contact and utilize the Translation and Interpretation Unit to assist us with these aforementioned parents. Any parents that do not attend the initial parent orientation are invited to a second parent orientation via a letter that is sent home with the students with a parent survey and selection form. A follow-up call is made to ensure parents assist. Any parent that does not attend either orientation is called and asked to come in for an individualized orientation/video at their available time.

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

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form during multiple parent orientations, and outreach attempts are tracked and maintained. These are sent home with an orientation invitation and documented. While waiting for a parent to complete the form, the school places the child in a bilingual program if available, or at a minimum provide mandated ESL services based on the student's proficiency level. To ensure that entitlement letters are distributed and return, the school sends the letters home with the ELL student, if applicable. Parent orientations are provided before, during and afterschool to accommodate parents. The Parent Coordinator calls home as an additional reminder. For those few parents who do not return the parent survey and selection form, the attendance teacher, the family worker and qualified staff make home visits.

8. 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.

After parents have attended the initial orientation meeting with the Parent Coordinator and have made a determination on which program best suits their child based on the orientation video, LAB-R and Spanish LAB results, parents are asked to select the program of their choice based on the information provided. Once parents have selected the program of their choice, the Parent Coordinator reviews with them their selections and then informs them of the program options available at our schools. If the parent selects a program that we have currently available, the student is immediately placed in that program. If their first selection is not available at our school, the parent coordinator informs them of options that are available at our school and provides parents with information of schools that offer their first choice should they opt to transfer their child to a school that offers their first program choice. In the event that the parent opts to not transfer the child, the student is placed in one of the available programs based in the order of preference on the program selection form. Parents are provided information and orientation in their native language. IN the event that a parent speaks a language other than what our current staff members speak, the Translation and Interpretation Unit is contacted to provide interpreting services.

Identified ELLs are placed in programs that parents have selected through the program selection form. If a selection form is not available, ELLs will be placed in a bilingual classroom. If a bilingual classroom is not available at that grade, the child is placed in an ESL program. The parents will be informed through a placement letter sent home. The same procedure conducted for the dissemination of the aforementioned forms will be followed for this part of the new ELL intake and placement.

9. 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.

PS 58 adheres to the NYS Guidelines and Testing Regulations for the administration of the NYSESLAT for ELLs and ELLs with Special Needs. Testing Coordinator ensures that the NYSESLAT is administer within the designated time frame. The ATS reports RLAT and RLER are printed to identify all ELLs eligible for the NYSESLAT exam currently in our school. The same procedures and school environment that are in place for the ELA are also followed during the administration of the NYSESLAT. Some of these procedures include setting aside designated areas for testing and proctors, no school announcements during testing, placing quiet signs around the building, hall monitors to ensure quiet in the building. Students also receive mandated test accomodations as per IEPs.

10. 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. 

The school communicates with these parents during meetings, workshops, trainings and school leadership meetings on a monthly basis to keep parents abreast of new available bilingual/ESL programs, if needed.

Part V: ELL Programming

C. Programming and Scheduling Information

5. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
 - At the present time, there are two Transitional Bilingual Education Bridge Classes in Grades K/1 and 4/5. Both classes are taught by certified Bilingual Teachers. Due to enrollment, we created a 4/5 Bridge Class and a K/1 bilingual bridge class, based on the number of parents who selected TBE as a choice on the Parent choice form. Each program model is heterogeneously grouped, addressing the three language proficiencies; Beginning, Intermediate and Advanced. Transitional Bilingual Program(Spanish/English)- Based on our students' level of English Language and Academic Proficiency, the following program requirements are provided:

Native Language Arts (NLA) instruction for students in Bilingual Classes, according to the CR-Part 154, the minimum required minutes of study as follows:

 - NLA for Bilingual:
 - Beginning/Intermediate-180 minutes per week
 - Advanced-180 minutes per week
 - 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 Unit of ELA/!Unit of ESL) in Early Grades

In addition, we have three self-contained ESL Classes, in Kindergarten and First Grade. These classes are taught by certified, experienced ESL Teachers. Push-in and pull-out services are provided for ELLs who are in Special Ed., Collaborative Team Teaching and General Education settings.
- (b) The students that are in Transitional Bilingual Education are in a self - contained classroom with a heterogeneous population that receives instruction in Mathematics in a 90 minute block. Literacy is taught in a 90 minute block as well. There are three self-contained ESL classes in Grades K- 2 where children are grouped heterogeneously by language levels. Each ESL program is taught by certified ESL teachers. At our school we have one ESL teacher that provides ESL instruction using the push-in model and the pull-out model to our ELL population in grades K-5 in both general education or special education settings. This model allows for the ESL teacher to support the classroom teacher scaffold the work in the class. Along with this program we have two bilingual classroom teachers serving the transitional bilingual population in grades 3-5. Each beginning and intermediate level child receives 360 minutes of ESL instruction, while the child in the advanced level receives 180 minutes. ESL methodology is also used to teach content areas in the bilingual classrooms.

6. 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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students in TBE Programs receive the mandated number of hours in ESL and Native Language instruction. Students who receive self-contained or pull-out/push-in instruction based on their proficiency levels on the NYSESLAT. The schedules of the certified ESL Teachers reflect and correlate with the mandated hours for the students.

7. 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.

The daily instruction consists of a 90 minute block of literacy, 90 minutes of mathematics instruction, social studies and science instruction 2-3x weekly in a 45 minute block.

Literacy:

During the literacy block all students are taught phonemic, phonological, and decoding skills. Also children are taught writing skills and the conventions of print. Our literacy block has the following components: shared reading, read aloud, guided reading, independent reading and writing. Additional strategies that are also included are: cooperative grouping, scaffolding (i.e., modeling, thinking maps) and the use of learning centers. The classroom environments are conducted as such to support and encourage risk taking and promote oral language for our ELLs with the use of word walls accompanied with pictures.

Most of our teachers have received training in the SIOP teaching model which includes different ways to scaffold such as; verbal, procedural and instructional to ensure that instruction is comprehensible. Students in a Transitional Bilingual Education Program receive NLA if they are in at a beginning language level, and intermediate students.

Mathematics:

During the mathematics block, students are taught the prescribed topics aligned by grade. Teachers also use the SIOP teaching model to support the instruction for the ELLs that include verbal, procedural and instructional scaffolds to support and ensure comprehensible input. In addition students are grouped based on either the NYSESLAT or LABR assessments in order to best provide instruction that is aligned to the linguistic needs of this population. Social Studies and Science Units of Study infuse SIOP to support language development. Paste response to question here:

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

We ensure that our ELL population is appropriately evaluated by utilizing the following assessment: Running Records, the ELE, the Math Spanish standardized exam along with the Science Spanish standardized exam. These assessments have baselines, midlines and endlines with benchmarks to monitor progress and establish goals and targets for the students. We use an On-line Data Tracking System, ARIS and Estrellita (Native Language) to monitor progress and plan instruction.

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

Using the NYSESLAT data, the bilingual teachers and ESL teacher have devised centers in the classroom where students have an opportunity to listen to prompts and reply. The teacher then does an assessment to see if the student(s) were able to comprehend. The teachers have also developed a time during instruction where students are asked a series of questions based on visuals and students are to respond in sequence order. For reading and writing, teachers use common core based curriculum materials in conjunction with supplemental materials to ensure students are progressing in reading and writing everyday.

10. How do you differentiate instruction for ELL subgroups?

- c. Describe your instructional plan for SIFE.
- d. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- e. Describe your plan for ELLs receiving service 4 to 6 years.
- f. Describe your plan for long-term ELLs (completed 6+ years).
- g. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for our subgroups accordingly:

a. SIFE

At present, we do not have any SIFE students enrolled but we will ensure the following instruction will be provided if we have SIFE students: The use of sight words, picture dictionaries, low readability and high interest books in both the native language and in English, books on tape along with age appropriate materials which will support the student to meet the curricular demands. Also, teachers will create benchmarks and periodically review assessments in order to reinforce essential skills to ensure grade level performance.

b. Newcomersmimg and Scheduling Information The current plan we have at 58x for our newcomers is as follows:

Those students in Kindergarten are provided support with a bilingual paraprofessional wherein they receive individualized and small group instruction to enhance their linguistic and academic learning experiences. In addition, two separate six-week ELL Saturday Academy's will be conducted to provide opportunities for students to sing, chant and read poetry to facilitate oral language in this population. The academy will include students in Grades K-5.

c. ELLs 4-6 years

For our ELLs in this category we provide the following: rigorous instruction in literacy and math with the proper modifications to

meet the needs of this population, use data to inform curriculum planning and instruction, and offer more opportunities for interactive writing in the content areas in English. Academic & ELL Saturday Academies to ELLs to help prepare them on other standardized exam. Moreover, students are assigned to small group instruction which includes direct instruction during extended day.

d. Long-term ELLs

The long term ELLs, who haven't made any gains in ELA and/or Mathematics, receive Academic intervention Services (AIS). AIS consists of any of the following depending on the identified need of the student: Foundations and Times for Kids Exploring Non-Fiction Kit that provides opportunities for this population to become further familiarized with academic vocabulary.

e. Former-ELLs

Former ELLs continue to receive services for an additional year and test accommodations as per Chancellor's Regulations. They are also welcomed and encouraged to assist our ELL afterschool or Saturday Academy

11. 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?

Nacho is a phonics based program applicable to all ELL subgroups, and content areas. In addition, this program focuses on reading by providing scaffolds to organize and develop ideas coherently.

National Geographic REACH program is a science and social studies content area program that encompasses many SLOP teaching scaffolds that helps students attain important content area information.

Getting Ready for the NYSESLAT and Beyond is a test sophistication resource that all ELL subgroups work with. This resource provides students with activities across the four language modalities (reading, writing, speaking and listening). Along with NYSESLAT test preparation this text provides ELA preparation for those ELLs in grades 3rd – 5th eligible to take the ELA.

I-Ready is a web based program that is focused on literacy and mathematics. The program allows for differentiated instruction. I-Ready begins with a Diagnostic and monitors individual student progress throughout the year. Reports can be generated by the teacher to adjust instruction based on needs.

For our ELLs who have received a proficiency level on the NYSESLAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies.

12. 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?

Our bilingual special education students receive ESL instruction from a certified ESL teacher along with the assistance of a alternate placement language paraprofessional.

The criteria used to place our ELLs-SWDs in ICT classes is results from formal, informal assessments, teacher recommendations, and IEP information. The curriculum reflects research based ESL and Special Education strategies for example, Universal Design for Learning and Sheltered Instruction. Finally, we provide opportunities for teachers providing ESL push-in services to articulate and support mainstream teachers with appropriate scaffolds during instructional time.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:				

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

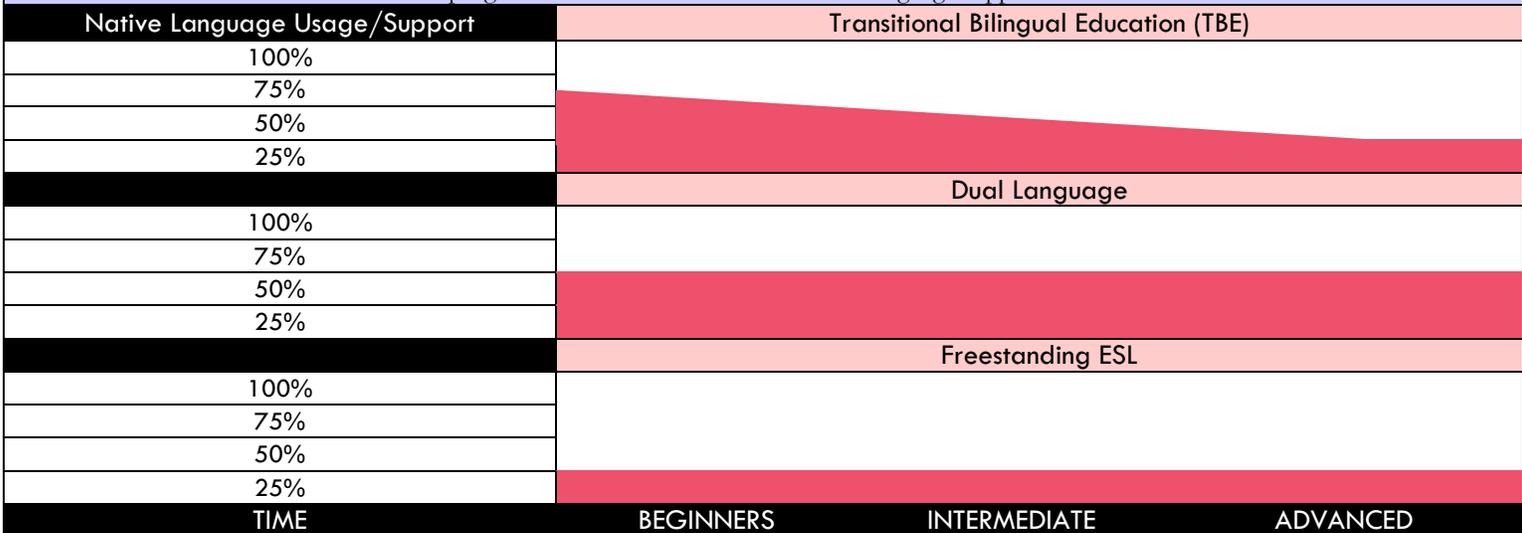
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

D. Programming and Scheduling Information--Continued

13. 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.

The following are targeted intervention programs for our ELL population materials used to support our ELLs:

- o Waterford (K-2)
- o Reach - National Geographic (3-5)
- o Estrellita (K-2)
- o Go Math (English and Spanish)(K-5th)
- o Envision – Math (K-5)
- o Ready Gen (K-5) Scaffolding Strategies/ELL Interventions
- o I-Ready – web based instruction (K-5)
- o Nacho- phonics based (1/2, 4/5)

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

Our current program is allowing us to fully service all ELLs by an ESL certified teacher and allowing us to provide them with explicit ESL periods that give them the support necessary in English Language acquisition. We are also able to provide them with additional instructional support through strategic use of content area teachers to push in to classes with ELLs so that there is more targeted small group instruction. All teachers received class profiles for every class in the school that breaks down which students in each class are ELLs and their proficiency levels. These profile sheets are a quick reference guide for teachers so that they are aware that they are cognizant that they are instructing ELLs and so that they are able to group students accordingly to provide targeted instruction.

Our program reinforces the basics in ensuring students can read and write effectively in their native language in order to have success when taking the Spanish Math NYS exam. Bilingual teachers provide instruction in both native language and English. The ESL teacher has books in Spanish, picture dictionaries and visuals that will support students in the content area as they learn English. In addition, classroom teachers use scaffolding strategies and multiple entry points as provided by Ready Gen Core Curriculum to meet content demands. Go Math is provided and available in Spanish.

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

I-Ready is a new program has been implemented in grades K-5. I-Ready online interactive program in literacy and mathematics. In addition, we will ensure that common planning involves collaboration among, ESL, Bilingual and Mainstream teachers whenever appropriate.

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

We have decided not to discontinue any programs or services for our ELL population. However, we are looking to align some of the resources available to the ELLs with the units of instruction occurring in the mainstream classrooms.

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

For our ELLs who have received a proficiency level on the NYSELAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies.

Students are also included in the SCAN New York which is an afterschool program that provides support in literacy and mathematics in English. It also provides assistance with homework. It provided 5 days a week in English.

Our ELLs are afforded equal access to all of our school programs. In addition, we are currently planning an afterschool program for our K-5 ELL population. Our data is used to access the needs of our populations and we group them appropriately and attach them to the resource/program that best meets their needs.

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

I-Ready and Waterford are technology based programs which target those ELLs at the beginning, intermediate and advance language levels. These programs are provided to those ELLs who have been identified to receive AIS services. I-Ready and Waterford provide students practice in individualized reading instruction within multiple contexts and emphasis on academic vocabulary to develop grade level comprehension skills.

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

In our bilingual classrooms, native language support is provided to our ELLs through NLA instruction and in some content areas. Bilingual classrooms also have bilingual classroom libraries.

In addition, bilingual dictionaries are utilized in the classrooms. Students in self contained ESL classrooms also use bilingual dictionaries; they have access to some literature in the native language. In some cases, a bilingual paraprofessional is available to provide native language support. Students are provided with Math instruction in Spanish. We will also be using Nacho as a native language arts supplemental program.

20. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services support and resources that correspond to ELLs' ages and grade levels are provided in accordance to CR Part 154. The service support and resources include, but are not limited to books, picture dictionaries, classroom libraries and technology. These are chosen and used according to student's age and need.
21. 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.
For our newly enrolled ELL students, we provide them the opportunity to meet and talk to their teachers along with their parents at the time of registration if possible. Also, we provide a yearly curriculum night where students and parents are informed of the school's expectations and available resources. Our Parent Coordinator and Pupil Accounting Secretary work closely with the families and provide information sessions as well as workshops.
22. What language electives are offered to ELLs?
Currently, we do not offer any language electives for our ELLs.
23. 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)?

At this time we do not have a Dual Language program in our school.

E. 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. The following are professional learning opportunities that will be on going. All staff (guidance counselors, social workers, out of class teachers) are invited to attend.

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
- Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction

for ELLs in their classroom

- PD on ESL & NLA standard
- PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs

2. As teachers engage in the Common Core Learning Standards, they will note what areas of development they need in order to meet the needs of the ELLs as the Common Core Learning Standards are incorporated into the NYSESLAT. Once they have identified what development they need, according to the standards, professional development will be facilitated.

3. The 5th grade teachers, the counselor and administrators have several schools with which we have created partnerships. At least two times prior to the end of the school year, our students and parents attend meetings and workshops wherein they are informed of the expectations demands and resources of that specific middle school.

4. Jose P training for all new teachers includes but is not limited to the following:

- o Introduce best practices for ESL instruction to all staff members
- o Introduce the NYSESLAT to all staff members
- o Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- o PD on ESL &/or NLA standards
- o PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs

F. 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. In order to increase the level of parental involvement, the Parent Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Along with the ELL Coordinator, the mandated CR 154 parent orientation for parents/guardians of newly enrolled ELLs will be implemented. Also, a yearly curriculum night takes place to help parents have a better understanding of the curriculum and the school's expectations. The parent room will also be available to parents on a daily basis. Parents will also have the opportunity to attend monthly PTA meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.
 2. Our school works with the following community agencies: St. Barnabas Hospital, Puerto Rican Family Institute and SCAN New York afterschool program.
 3. At PS 58x we evaluate the needs of the parents by providing surveys to the parents where they comment on workshops had, make request for future workshop or make suggestions for improvement. In our continuous effort to maintain and further develop meaningful parental involvement we provide various modes of communication for our parents i.e., weekly progress reports, a monthly open house with an instructional focus, phone messages in English and the native language along with a fully translated website where parents are provided with pertinent school information.
 4. The parent coordinator along with other school personnel pay careful attention to the request and suggestions provided by parents in order to ensure that the parental involvement activities address their needs.

G. 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.

No additional comments at this time.

Part VI: LAP Assurances

School Name: Public School 58X

School DBN: 09X058

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Velma Gunn	Principal		1/13/14
Ms. Irina Soto	Assistant Principal		1/13/14
Ms. Lantonya Harris	Parent Coordinator		1/13/14
Ms. Karen Kuzner-Leger	ESL Teacher		1/13/14
	Parent		1/13/14
Ms. Miguelina Calderon	Teacher/Subject Area		1/13/14
Ms. Damaris Rentas	Teacher/Subject Area		1/13/14
Ms. Rita Diaz	Coach		1/13/14
	Coach		1/13/14
Ms. Madeline Velez	Guidance Counselor		1/13/14
	Network Leader		1/13/14
Ms. Trinette Curruthers	Other _____		1/13/14
	Other _____		1/13/14
	Other _____		1/13/14
	Other _____		1/13/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X058 School Name: Public School 58X

Cluster: 5 Network: CFN 534

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

Part A: Needs Assessment Findings

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

At PS 58, we closely monitor the Home Language Identification Survey (HLIS) that is completed upon admission by the parent/guardian. Parental preference for the language of communication from the school is indicated on the Home Language Identification Survey. This information is entered into ATS and all communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. The Parent Coordinator and the Bilingual/ESL teacher are always available to assist parents. They are available for workshops, PA meetings and Parent Teacher conferences, as needed. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence. Documents that we used to ensure the aforementioned are: Home Language Identification Survey, Blue emergency card, cumulative records, parents' survey, parent orientation meetings, and SLT meetings there is a need for communication to occur in Spanish. This data, together with home language reports from ATS (RPOB), enable the school to determine the language translation needs of the parents. The ELL coordinator also maintains a list of school staff who are fluent in different languages who can be called upon to translate for parents.

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.

Our major findings in our school is that we have many staff members who are bilingual and provided the support needed. The translation and interpretation services provided in our school is mostly in Spanish language. The Department of Education also provides translation services, if needed in other languages. The school community is informed of the translation and interpretation policy through Parent Association meetings, school meetings, and the monthly newsletter. Translation and interpretation needs for the major language groups can be handled by school staff. In the event the needs of the parent cannot be met by school staff, the translation and interpretation unit of the Department of Education will be utilized for telephone and written translation needs.

Part B: Strategies and Activities

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

The multilingual welcome poster is displayed at the school safety desk and many standard documents/forms are available on the Department of Education website and will be used when needed to communicate with parents in their language of choice. Currently, we have certified bilingual staff personnel who also translate letters and all documents for parents.

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 oral interpretation services are provided by school staff who speak the language of our students. We have a bilingual assistant principal that assists to interpretate from English to Spanish during parent meetings. In the main office, we have our secretaries and support staff that speak Spanish. If needed, interpretation services are used for languages that our staff is not fluent in and outside contractors are notified. We also use the Department's website which outlines the procedure and provides additional resources. In addition, the information regarding translation and interpretation has been distributed to each staff member with the telephone number of the unit that will translate for parents over the phone This is reinforced with a reminder prior to parent/teacher conferences.

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>.

The multilingual welcome poster is displayed at the school safety desk and in the main office and many standard documents/forms are available on the Department of Education website and will be used when needed to communicate with parents in their language of choice. Also, parents are encouraged to contact our Parent Coordinator when in need of language assistance. We also print out information in the four major languages spoken at PS 58 when we send important information home to parents. Our school provides each parent whose primary language is a covered language and requires language assistance, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also post a sign in the main office with each of the covered languages available for interpretation services.



Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
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<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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: PS 58	DBN: 09X058
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

09X058 Language Instruction Program funded under Title III

Rationale:

Public School 58 is a PreK - 5 elementary school with a population with approximately 496 students. Approximately 40% of our student population are English Language Learners and Spanish is the dominant language. Data analysis 2013 NYSESAT indicated that we did not meet requirements for AMAO 1 and did not make AMAO 2. We are designing a rigorous supplemental program to better meet the needs of our English Language Learners. We have identified ELLs in grades 2-5 as our targeted population.

This year we will infuse technology by using the research-based computerized I-Ready Program. The Title III funds will help us purchase licenses for the ELL students that are invited to participate in our Title III Supplementary Program. Our Title III Saturday Academy students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT which result in an increase in our AMAO 1 and AMAO 2. We will use reports from the program to monitor and track student progress and plan next steps for the students in their language development. Saturday Academy teachers will collaborate and articulate with classroom teachers to ensure instructional continuity.

Public School 58x's Title III supplementary program will focus on vocabulary development in the content areas of Social Studies and Science to support second language acquisition. The focus groups are ELL students in grades 3-5 who are required to take the NYS ELA test in April 2014. The ELL students in grades 2-5 will be required to take the NYSESLAT in May 2015.

Subgroups and Grade levels:

Grades	# Students	Language Proficiency Levels	Subgroups
2	40	Range from beginner to advanced	Newcomers (Yrs 0-3)
3	10	Range from beginner to advanced	Newcomers (Yrs 0-3)
4	15	Range from beginner to advanced	Extension Services (Yrs 3-5)

Part B: Direct Instruction Supplemental Program Information

5 15 Range from beginner to advanced Extension Services (Yrs 3-6)

Total 80

Schedule and Duration: The Saturday Academy will begin in December 2014. The program will run for 14 weeks and each session will be four hours. The 2 bilingual certified and 2 ESL certified teachers will provide instruction to approximately 80 ELLs in grades 3 through 5. Group size will be maintained at 15 students per teacher. There will be 4 classes with a total of 80 students.

Language of Instruction: English

The students will receive instruction in a cross curricular program that addresses their area(s) of need and enhance students' abilities in the areas of Reading, Writing, Speaking and Listening in English and native language support. The program will target ELLs at the beginner/intermediate and advanced language levels. The identified ELLs were selected from the NYSESLAT modality report.

The Empire State NYSESLAT resource was selected to strengthen student's oral literacy, social literacy, and academic language. The activities will be developed based on students' need as determined by analyzing data including NYSESLAT, attendance and formative assessment data. Student work will drive the instruction program. The programs will be designed to help students achieve academic success aligned to Common Core State Standards and ESL Standards set for grade-levels and will support language development, reading, writing, and listening. Content area reading focuses on developing content area comprehension, critical thinking, vocabulary and the ability for ELL student to read and understand nonfiction text features. Each lesson will include reading skills, comprehension strategies, and text features will help to increase student performance. The planning of the lessons will follow the format of Sheltered Instructional Observation Protocol (SIOP) model.

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: PS 58's Title III Professional Development Program will primarily focus on how to use data to differentiate instruction, implement the I-Ready Program, NYSESLAT and integrate the SIOP framework to improve student achievement.

Teachers receive training and topics: Certified Bilingual/ESL teachers and all teachers will attend workshops on the implementation IMAGINE LEARNING, the Empire State NYSESLAT and the eight

Part C: Professional Development

components of the SIOP Framework, (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Practice and Application). It will focus on Differentiated Instruction: Using Multiple Modalities for Language Development in order to provide high quality instruction to ELLs. The ultimate goals of the series are to promote an in-depth discussion about language learning principles and methodology with a focus on classroom applications.

Schedule and duration: Additional professional development will include decoding test materials for ELLs. We will align instruction to the Common Core Learning Standards and our Saturday Academy will include 3 hours of instruction and 1 hour of professional development on an on-going basis.

Provider: Administrator, Lead teachers, CFN ELL Support Specialist

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: To improve Parent Involvement of ELLs and support the instruction of students

Schedule and duration: The Parent Coordinator and the ELL Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Parents will have the opportunity to attend monthly meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.

The I-Ready software will also promote parental involvement. Parents will be invited to meet and discuss Imagine Learning. We will explain the program and describe ways parents can help continue their child's literacy education at home. The program generates progress reports the parent's native languages which the child bring home. The reports will itemize students' accomplishments and offer reminders of which skills students should practice and review at home. The software also generates materials to be worked on at home including vocabulary worksheets, letter worksheets, rhyming word books, sight word flashcards, and many other supporting pieces.

Topics to be covered: Moreover, parent workshops will be conducted on such topics as child development, reading to your child in the native language, using the Public Library to promote Reading and Writing in English and Native Language. The parent involvement program will be provided at no

Part D: Parental Engagement Activities

cost to Title III.

Name of Provider: Administration, Parent Coordinator, Lead Teachers and CFN Support

How parents will be notified of these activities

Parents are notified via Phone Messenger Service, flyers, phone calls, and letters.

Part E: Budget

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

Allocation Amount: \$ _____

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