



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12x061
School Name:	FRANCISCO OLLER/ CS61
Principal:	PATRICIA QUIGLEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Francisco Oller School Number (DBN): 12X061
School Level: Elementary Grades Served: Pre-K through Grade 5
School Address: 1550 Crotona Park East, Bronx NY 10460
Phone Number: (718) 542-7230 Fax: (718) 589-7361
School Contact Person: Patricia Quigley Email Address: pquigle@schools.nyc.gov
Principal: Patricia Quigley
UFT Chapter Leader: Crystal Quiles
Parents' Association President: Shanovia Harrison
School Leadership Team
Chairperson: Wanda Johnson
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue, Room 409, Bronx, NY 10459
Superintendent's Email Address: Respina@schools.nyc.gov
Phone Number: (718) 328-2310 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 401 Network Leader: Shenean Lindsay

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:

1. 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*.
2. 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.**
3. 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)
Earlene Harris	*Principal or Designee	
Crystal Quiles	*UFT Chapter Leader or Designee	
Shanovia Harrison	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacey Campo	CBO Representative, if applicable	
Keisha Kears	Member/ Parent	
Roxanne Mays	Member/ Parent	
Adrienne Sosa	Member/ Parent	
Jessica Quinonez	Member/ Parent	
	Member/	
Wanda Johnson	Member/ Chairperson/Para Rep	
Marcelline Jackson	Member/ Secretary/Teacher	
Heyda Melendez	Member/ ESL /Special Needs Rep	
	Member/	
	Member/	
	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:

7. Tenet 1: District Leadership and Capacity
8. Tenet 2: School Leader Practices and Decisions
9. Tenet 3: Curriculum Development and Support
10. Tenet 4: Teacher Practices and Decisions
11. Tenet 5: Student Social and Emotional Developmental Health, and
12. 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:

13. **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.
14. **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.
15. **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.
16. **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.
17. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
18. **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:

- a. 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.
- b. School strengths, accomplishments, and challenges.
- c. 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.

At CS61 we are a supportive and nurturing environment in which our students can work towards becoming lifelong learners and productive citizens in a global community. We maintain a welcoming and positive school culture, a collaborative community and an atmosphere of transparency. We believe that students learn best through purposeful, engaging instruction tailored to their identified needs. We have, therefore, adjusted our Instructional Focus this year to be able to utilize assessment data to adjust curriculum and scaffold instruction in order to ensure cognitive engagement for all students while accessing the rigorous demands of the Common Core Learning Standards.

We value the input and efforts of all stakeholders in our school community and hold several discussions, meetings and collaborative work sessions encompassing members of our School Leadership Team, Inquiry Team, Principal's cabinet, Grade Leaders, Teachers, Para professionals and other school personnel, throughout the school year to plan, revise and adjust decisions utilizing previous best practices and identifying new goals, challenges, resources as necessary.

Recognizing that children's learning and development is influenced by their ongoing experiences in their families, schools and communities, we have also developed a parent rubric which holds families accountable for their contribution to the students we serve.

We have maintained successful partnerships with Children's Aid Society and other organizations, and the overarching goal of these partnerships is to offer more comprehensive services to our students and families and in so doing, promote children's learning and development in ways that prepare them for college and career paths. CAS works in its community schools to integrate the efforts of all three major influences through a partnership approach that addresses four sets of outcome domains: **students; families; school community and education policy.**

We have maintained above average attendance and, through our partnership with CAS, provide remedial, enrichment and homework assistance activities in afterschool programs for Kindergarten through Fifth Grade. We utilize technology throughout the curriculum, to gather and evaluate data, and to communicate more effectively with parents/guardians. We consistently offer opportunities for our staff and parents to grow professionally.

We are a data driven school and continuously strive to fine-tune our analysis and effective use of student data and assessments gathered through norming and regular monitoring. With this goal in mind, throughout the year we will update and review assessment data on a 6 week cycle to document, evaluate and adjust decisions to improve student achievement for all learners consistently throughout the school.

We will also use assessment data to revise curriculum to meet the needs of all learners to improve student achievement and are working on vertical and horizontal alignment and best practices across grades and throughout the school. Through differentiated professional learning opportunities, we continue to move our teachers towards improved teacher practice and increased shared understanding of best practices in instruction for all curricular areas in order to ensure consistency and alignment across grades and throughout the school which will result in improved student achievement for all learners.

As a school community, we will increase family engagement through 30 minute scheduled parent/student/teacher meetings and increased communication and support throughout the year to improve student achievement for all learners.

12X061 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate			93.3%
% Free Lunch	86.2%	% Reduced Lunch			7.3%
% Limited English Proficient	5.6%	% Students with Disabilities			22.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.7%
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4			22.3%
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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			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			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – 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.	E
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.	E
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 D and I.
- 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.

As a school community, we believe that Assessment of student learning plays an important role in teaching as an integral *part* of instruction. Our teachers gather multiple sources of summative assessment data, however our collection of formative data is less consistent across classes and grades. We use the data to set long and short term goals for students but fall short in the adjusting of the instruction, identifying possible misconceptions, making on the spot adjustments and providing clear actions steps for individual students to achieve identified goals.

Part 2 – Annual Goal

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

By June 2015, we will increase teacher capacity to utilize data when planning for multiple entry points for all students in the form of adjustments to instruction which meets the needs of all learners as measured by an increase in teacher HEDI ratings in the area of Assessment in Instruction (3d) along with a review of baseline lesson plans with a focus on adjustments to lessons as well as data utilized to inform these adjustments.

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>
1. Teacher teams will follow an agenda which incorporates time allotted for presentation of data and time for members to discuss specific strategies related to next steps for instruction for varied learners. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups. In addition, teams will utilize a template and protocol which includes space for teachers to record notes about the data analyzed, along with the next steps identified, in the form of If...Then... statements, which teachers will incorporate into daily lessons.	Teachers	January 2015 – June 2015	Principal, Assistant Principals Teachers
2. Administrators will review notes and conduct weekly observations related to the implementation of these strategies in classrooms. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups.	Teachers	September 2014 – June 2015	Principal, Assistant Principals
3. School leaders will ensure that common planning time is scheduled for teacher teams to meet both vertically and horizontally on a weekly basis so that teachers can plan together.	Teachers	September 2014 – June 2015	Principal, Assistant Principals
4. Teachers will be provided support within Professional Learning Development sessions on Mondays to focus on improving Ongoing Checks for Understanding and their relationship to improved instructional practice and targeted student intervention.	Teachers	September 2014 – June 2015	Principal, Assistant Principals
5. Lessons will include differentiated tasks which provide multiple entry points for all learners. Lessons will include a minimum of 2 Checks for Understanding for each lesson. This will be monitored through classroom observations and data review and uploaded into data system.	Teachers	September 2014 – June 2015	Principal, Assistant Principals
6. Using information gained from assessments, teachers will confer with and assist students in taking ownership of setting individual short and long term academic and personal goals with the view of getting them College and Career ready. Assessments will be reviewed every 6 weeks during Data Review Sessions to analyze student	Teachers	September 2014 – June 2015	Principal, Assistant Principals, Teachers

	assessment data, track interim progress, and to monitor ongoing student growth over time.			
7.	Using assessment data, we will provide an afterschool and holiday skills based academic support program in order to more specifically meet the needs of individual students.	Teachers Students	September 2014 – June 2015	Principal, Assistant Principals, Teachers
8.	In order to build transparency and trust across the school community, information concerning assessment data and student progress will be shared with parents during parent engagement activities, newsletters, and parent-student-teacher conferences.	Teachers Principal Assistant Principals	September 2014 – June 2015	Principal, Assistant Principals Teachers

Part 4 – Resources Needed

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

1. TEACHERS/ADMIN- **TLFS/T1/T2A**
2. TEACHERS/ADMIN- **TLFS/T1/T2A**
3. 1 common planning period per teacher per week TEACHERS/ADMIN- **TL//T2A** + SBO SUPPORT
4. Weekly professional learning time (80 minutes) on Mondays TEACHERS/ADMIN- **TLFS/T1/T2A**
5. TEACHERS/ADMIN- **TLFS/T1/T2A**
6. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
7. 100 hours per session rate each for 6 teachers, 1 administrator, 1 payroll secretary, 2 paraprofessional, and 1 school aide. Materials to support the after-school and holiday program -**P/F**
8. TEACHERS/ADMIN- **TLFS/T1/T2A**

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	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:

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

By January 23, 2015, teachers will have templates/protocol in use
 Teacher observations will be documented in the Advance system
 Professional Learning plan and documentation will demonstrate implementation of differentiated professional learning

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	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.

Effective communication, in collaboration with our partners of 14 years, Children’s Aid Society, allows us to reach beyond the walls of the classroom to effectively support our students and their families. Our ever-expanding support system allows us to harness additional resources to address the varying physical, social, emotional, economic and educational needs of our 21st Century families through other entities such as CookShop, Wellness In the Schools, Barnes and Noble, Pennies for Patients, Tremont Day Care Center, Fannie Lou Hamer student volunteers, New York Times Neediest Fund.

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, we will continue our work with strategic partnerships which promote a safe and supportive environment as measured by 95% of teachers and 98% of parents in agreement and strong agreement that we promote a safe, supportive environment for our students on the 2014-2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 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	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
1. Create a survey to administer to all constituents on a quarterly basis listing all partnerships which allows constituents to provide feedback around each partnership. Results of these surveys will be shared with all school constituents and utilized to ensure that all partnerships contribute to a safe and supportive environment for all.	Principal, Assistant Principals, Teachers Parent Coordinator	January 2015 – June 2015	Principal, Assistant Principals, Teachers Parent Coordinator
2. Continue to seek out partnerships which will support our vision in this area.	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin	September 2014 – June 2015	Principal, Assistant Principals, Teachers Parent Coordinator
3. Develop strategic plans with each partnership in order to ensure that the partnerships are addressing the needs of our community.	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin	September 2014 – June 2015	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin
4. Ensure that a comprehensive list describing all partnerships as well as information related to each is included in our handbook and is displayed in prominent areas throughout the building to promote transparency as well as clear communication around student supports available.	Staff Parents Admin	September 2014 – June 2015	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin
5. In order to build transparency and trust across the school community, information concerning partnerships, school environment and results of Learning Environment Survey will be shared with parents during family engagement activities, newsletters, and parent-student-teacher conferences.	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin	September 2014 – June 2015	Principal, Assistant Principals, Teachers Parent Coordinator CAS Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. No additional resources needed TEACHERS/ADMIN- TLFS/T1/T2A
2. No additional resources needed TEACHERS/ADMIN- TLFS/T1/T2A
3. No additional resources needed TEACHERS/ADMIN- TLFS/T1/T2A
4. No additional resources needed TEACHERS/ADMIN- TLFS/T1/T2A

5. No additional resources needed TEACHERS/ADMIN- TLFS/T1/T2A

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.

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:

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

Initial Survey created, administered, and survey results evaluated and shared with all constituents, by January 23, 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 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.	E

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.

As a school community, we have demonstrated growth in developing and aligning rigorous curricula to the Common Core Learning Standards within and across grades. We maintain a positive and collaborative learning environment that supports a culture of positive social, emotional and academic growth. We continue to work on developing consistency of teacher practice, both vertically and horizontally across our school which based on our data is identified as a contributor to the lack of sufficient student engagement and academic growth. Based on this, our instructional focus for this year is to consistently utilize ongoing assessment data to adjust curriculum and scaffold instruction in order to ensure cognitive engagement for all students.

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, 100% of our teachers will engage in professional learning opportunities designed to enhance their ability to work collaboratively and plan with a focus on improving their performance in all Danielson indicators with primary focus on the following areas:

- Plan and analyze data in order to make adjustments to instruction
- Include checks for understanding in lessons
- Design differentiated tasks
- Include multiple entry points in all lessons

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"> a. Research-based instructional programs, professional development, and/or systems and structures needed to impact change b. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). c. Strategies to increase parent involvement and engagement d. 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>1. Teachers will provide a variety of forms of accurate and specific feedback, from both teacher and peers, using a various formative assessments, including a variety of checks for understanding, (exit slips, entry slips, questioning , prompts, discussion points), conference notes, rubrics and checklists, in order to advance student learning. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups.</p>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals,</p>
<p>2. School Leaders will ensure that 100% observations throughout the 2014-2015 school year include feedback in one or more of the focus areas which include:</p> <ul style="list-style-type: none"> ○ Plan and analyze data in order to make adjustments to instruction ○ Include a minimum of 2 checks for understanding in each lesson ○ Design differentiated tasks ○ Include multiple entry points in all lessons 	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals,</p>
<p>3. School Leaders will use ADVANCE data in order to identify teacher leaders who can turn key best practices related to one or more of the focus priorities which include:</p> <ul style="list-style-type: none"> ○ Plan and analyze data in order to make adjustments to instruction ○ Include a minimum of 2 checks for understanding in each lesson ○ Design differentiated tasks ○ Include multiple entry points in all lessons 	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals,</p>
<p>4. School Leaders will continue to identify teachers who exemplify best practices in focus areas and share these best practices with other teachers, in order to promote a culture of collaboration.</p>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals,</p>
<p>5. School Leaders will schedule time for identified teachers to share these practices during model lessons, classroom inter-visitations, instructional rounds, and conduct professional learning cycles.</p>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals,</p>

6.	School Leaders will create a schedule which ensures that identified teachers are able to execute professional learning cycles related to the focus areas on Mondays throughout the 2014-2015 school year.	Teachers	September 2014 – June 2015	Principal, Assistant Principals,
7.	During Observations, school leaders, will conduct a needs assessment related to the focus areas in order to differentiate learning opportunities related to focus areas for teachers.	Principal, Assistant Principals,	September 2014 – June 2015	Principal, Assistant Principals,
8.	School Leaders will analyze growth of teachers in focus areas on a monthly basis using indicators from ADVANCE data in order to adjust professional learning plans.	Principal, Assistant Principals,	September 2014 – June 2015	Principal, Assistant Principals,
9.	School leaders will identify outside Professional Development specialists (Advance Coaches; CITE etc) to provide additional training and support for teacher improvement.	Principal, Assistant Principals,	September 2014 – June 2015	Principal, Assistant Principals,
10.	In order to build transparency and trust across the school community, information concerning professional learning opportunities aligned to the Danielson Framework as well as our progress towards developing highly effective teaching practices will be shared with all school constituents during school wide events, SLT and PGA (Parent Guardian Association) meetings and newsletters	Principal, Assistant Principals	September 2014 – June 2015	Principal, Assistant Principals,

Part 4 – Resources Needed

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

1. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
2. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
3. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
4. Substitutes to cover for teachers modeling/conducting/attending professional development **TLFS/T1**
5. Substitutes to cover for teachers modeling/conducting/attending professional development **TLFS/T1**
6. Monday, 80 minute professional development time TEACHERS/ADMIN- **TLFS/T1/T2A**
7. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
8. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**
9. Advance coaches and CITE Workshops - **P/F**
10. No additional resources TEACHERS/ADMIN- **TLFS/T1/T2A**

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	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:

- d. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

e. Specify a timeframe for mid-point progress monitoring activities.

Initial Planning Conferences and two follow-up progress monitoring conferences will be completed by January 23, 2015, using Advance system documentation.

Reflection surveys will be completed after professional learning sessions and shared with all constituents, to determine effectiveness and to further differentiate professional learning sessions by January 23, 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 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.

School Leaders will continue to collaborate with teachers, parents, partners and all stakeholders to ensure that the school vision and school-wide goals are discussed and plans for achieving the goals are developed and implemented. The school will continue to utilize the Student Assessment Management System (SAMS) to consistently record and monitor student assessment data. Teachers will continue to meet during common planning time to analyze data and adjust curriculum based on the needs of the students. Monday professional learning time (80 minute session) will be utilized to provide professional learning opportunities based on teacher needs as informed by observations and Professional Development needs assessment. Teacher practice will be monitored and recorded on a continuous basis using the Advance System.

Part 2 – Annual Goal

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

By June 2015, School Leaders will have a completed Progress Monitoring Tool centered around the six tenets which will allow them to monitor progress toward school goals and revise practices throughout the year. Tenets include:

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

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>
1. Revise school vision and Instructional Focus based on goals and ensure that the goals are visible throughout the school community.	Principal, Assistant Principals, Staff Parents	September 2014 – June 2015	Principal, Assistant Principals
2. Schedule quarterly opportunities to share goals and action plan with all constituents, including staff, parents and students.	Principal, Assistant Principals, Staff Parents	September 2014 – June 2015	Principal, Assistant Principals
3. Create a system for monitoring goals and assessing progress toward achieving the goals.	Principal, Assistant Principals, Staff Parents	September 2014 – June 2015	Principal, Assistant Principals, Data Specialist
4. Develop school goals related to data and expectations	Principal, Assistant Principals, Staff Parents	September 2014 – June 2015	Principal, Assistant Principals, Data Specialist
5. Ensure that SLT engages in the monitoring and adjustment of the school’s goals.	Principal, Assistant Principals, Staff Parents SLT Members	September 2014 – June 2015	Principal, Assistant Principals, Staff Parents SLT Members
6. Monday professional learning time (80 minute session) will be utilized to provide professional learning opportunities based on data obtained from progress monitoring tool which monitors progress in the following areas:	Teachers	September 2014 – June 2015	Principal, Assistant Principals, Teachers

a. Tenet 1: District Leadership and Capacity. b. Tenet 2: School Leader Practices and Decisions c. Tenet 3: Curriculum Development and Support d. Tenet 4: Teacher Practices and Decisions e. Tenet 5: Student Social and Emotional Developmental Health, f. Tenet 6: Family and Community Engagement.			
7. In order to build transparency and trust across the school community, information concerning progress monitoring centered around the six tenets and related practice revisions will be shared with all school constituents during school wide events, SLT and PGA (Parent Guardian Association) meetings and newsletters.	Principal, Assistant Principals, Staff Parents SLT Members	September 2014 – June 2015	Principal, Assistant Principals, Staff Parents SLT Members

Part 4 – Resources Needed

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

1. No additional resources needed. TEACHERS/ADMIN- **TLFS/T1/T2A**
2. No additional resources needed. TEACHERS/ADMIN- **TLFS/T1/T2A**
3. No additional resources needed TEACHERS/ADMIN- **TLFS/T1/T2A**
4. No additional resources needed. TEACHERS/ADMIN- **TLFS/T1/T2A**
5. No additional resources needed. **T1**
6. Monday 80 minute professional learning time. TEACHERS/ADMIN- **TLFS/T1/T2A**
7. No additional resources needed. TEACHERS/ADMIN- **TLFS/T1/T2A**

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.

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Part 6 – Progress Monitoring

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

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.

Agendas/Meeting documentation demonstrating conversations held and revised foci will be gathered and available for monitoring and review by February 2015

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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.	E
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.	E

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 will continue to partnership with parents, ensuring to keep lines of communication open via telephone conferences, scheduled teacher/parent/student meetings, emails, through the PGA and Parent Coordinator as well as through our CBO, Children's Aid Society, understanding that our parents are our children's greatest resource.

Part 2 – Annual Goal

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

By June 2015, the level of parent/family awareness, participation and input will increase by 3% through the continued use of the Parent Accountability Rubric as well as providing additional opportunities for parents to participate in school decision-making, school activities and celebrations as measured by the comparison between 2013-14 and 2014-15 attendance logs of school event kept by the Parent Coordinator, PGA and teachers indicating attendance at Parent Teacher Student conferences, Tuesday Parent Engagement sessions, parent workshops and a 3% response increase in the Learning Environment Survey.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. 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>
1. Parent/Teacher conferences expanded to a 30 minute session including students, so that together, students, parents and teacher can discuss student strengths, weaknesses, short and long-term goals, and next steps both at school and at home in order to ensure optimal student progress	Parents Students Teachers	September 2014 – June 2015	Principal Assistant Principals Teachers
2. During Parent/Teacher conferences, teacher use our Student Assessment Management System (SAMS) as a tool to communicate where the child is presently, what that means, as well as goals the child needs to attain and supports that will be given in the school, and how family members at home can assist, so that goals can be accomplished.	Parents Students Teachers	September 2014 – June 2015	Principal Assistant Principals Teachers
3. Individualized Progress reports and Report Cards shared with parents 5 times throughout the year.	Teachers	September 2014 – June 2015	Principal Assistant Principals Teachers
4. Students' academic achievement/attendance/citizenship/accomplishments are celebrated on a monthly basis at morning line-up. Student efforts are continuously recognized throughout the year at various assemblies and parents are invited to celebrate with the school community.	Parents Students Teachers	September 2014 – June 2015	Principal Assistant Principals Teachers Parent Coordinator CAS
5. Participation in enrichment activities has helped to motivate our students and increased their self-esteem. Students are encouraged to participate in numerous programs which target different interests, learning styles and talents. For example, newspaper club, stock market, music, dance, archery, tennis, gardening, iron chef, etc. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups. Many of these opportunities are also	Parents Students Teachers	September 2014 – June 2015	Principal Assistant Principals Teachers Parent Coordinator CAS

	provided for parents.			
6.	In order to build transparency and trust across the school community, information concerning progress toward improved parent/family awareness, participation and input with school decision-making, activities and celebrations will be shared with school constituents during school-wide events, newsletters, and parent-student-teacher conferences.	Principals Assistant Principals Principals Teachers Parent Coordinator	September 2014 – June 2015	Principals Assistant Principals Teachers Parent Coordinator

Part 4 – Resources Needed

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

1. Substitute teachers to cover students in order to free classroom teachers to meet with parents for extended 30 minute conferences, as well as per session rate for teachers to meet with parents during lunch and after school hours. **T1SWP/TLFS/TLSPW**
2. No additional resources needed TEACHERS/ADMIN- **TLFS/T1/T2A**
3. No additional resources needed TEACHERS/ADMIN- **TLFS/T1/T2A**
4. No additional resources needed TEACHERS/ADMIN- **TLFS/T1/T2A**
5. Children’s Aid Society support staff (SBO Support); Plus 1 per diem rate 2 x week x 40 weeks. **T1SWP**
6. No additional resources needed TEACHERS/ADMIN- **TLFS/T1/T2A**

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
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:

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

School Vision, Goals and Instructional Focus revised and shared with all school constituents by November 2014.

VIP Night (Very Important Parent) was held in September 2014

30 minute parent/student/teacher conferences held /documented by November 2014

Agendas, sign-in sheets, other documentation assembled and reviewed quarterly

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

6.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
7.	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)	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for AIS.	Programs include Foundations, Soar to Success, Voyager, Great Leaps, Project READ and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills.	A pull out model for K-5 students by support teachers and paraprofessionals. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction.	During the school day and after school.
Mathematics	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for AIS.	Math intervention is provided for all students in grades 3-5. ; Strategies for problem solving, test strategies and computational skills are the focus. Computer programs are also used to individualize instruction. Students also participate in Stock Market Game for enrichment opportunity.	Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for math strategy instruction.	During the school day and after school
Science	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to	Science content is supported throughout the literacy academic intervention programs such as: Soar to	Students identified as needing additional support in Science, are divided into small groups and are pulled	During the school day

	determine priority status for AIS.	Success, Voyager, and guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of science vocabulary, comprehension, and inquiry skills	out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	
Social Studies	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for AIS.	Social Studies content is supported throughout the literacy academic intervention programs such as: Soar to Success, Voyager, guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of Social Studies vocabulary, comprehension, and global skills.	Students identified as needing additional support in Social Studies, are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for At-risk services in conjunction with Social Worker, School Psychologist, Crisis Management Team and PPC.	Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.	Students identified as needing additional support in At –Risk Services, are divided into small groups and are pulled out by the DOE Social Worker and CAS Social Worker, who provide intervention services on a pull out basis.	During the school day and after school

12X061 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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		85.2%	% Attendance Rate	93.3%
% Free Lunch		86.2%	% Reduced Lunch	7.3%
% Limited English Proficient		5.6%	% Students with Disabilities	22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	23.7%
% Hispanic or Latino		75.8%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.5%	Mathematics Performance at levels 3 & 4	22.3%
Science Performance at levels 3 & 4 (4th Grade)		83.6%	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	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	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

12X061 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate		93.3%	
% Free Lunch	86.2%	% Reduced Lunch		7.3%	
% Limited English Proficient	5.6%	% Students with Disabilities		22.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		23.7%	
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.09	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		22.3%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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		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		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

12X061 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate		93.3%	
% Free Lunch	86.2%	% Reduced Lunch		7.3%	
% Limited English Proficient	5.6%	% Students with Disabilities		22.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		23.7%	
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.09	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		22.3%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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		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		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

12X061 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate		93.3%
% Free Lunch	86.2%	% Reduced Lunch		7.3%
% Limited English Proficient	5.6%	% Students with Disabilities		22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		23.7%
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		22.3%
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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		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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X061 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate		93.3%	
% Free Lunch	86.2%	% Reduced Lunch		7.3%	
% Limited English Proficient	5.6%	% Students with Disabilities		22.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		23.7%	
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.09	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		22.3%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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		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		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

12X061 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	85.2%	% Attendance Rate		93.3%
% Free Lunch	86.2%	% Reduced Lunch		7.3%
% Limited English Proficient	5.6%	% Students with Disabilities		22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		23.7%
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		22.3%
Science Performance at levels 3 & 4 (4th Grade)	83.6%	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		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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X061 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	SIG Recipient
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# 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		85.2%	% Attendance Rate	93.3%
% Free Lunch		86.2%	% Reduced Lunch	7.3%
% Limited English Proficient		5.6%	% Students with Disabilities	22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	23.7%
% Hispanic or Latino		75.8%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.5%	Mathematics Performance at levels 3 & 4	22.3%
Science Performance at levels 3 & 4 (4th Grade)		83.6%	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	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	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 7: Title I Program Information

Directions:

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. 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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for attracting Highly Qualified Teachers (HQT) Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.</p> <p>Supportive Administration Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.</p> <p>Smaller Class Size It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.</p> <p>Certification Requirements We must recruit highly qualified teachers who meet all certification requirements.</p> <p>Background Research Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.</p>

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).
<p>Professional Support As a school we participate in numerous high quality professional development opportunities such as Network PD, ADVANCE system for teacher evaluation, Core Knowledge Pilot program that include PD for grades Pre-K to 2; Professional Development by Ready Gen and Go Math, etc.</p> <p>Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.</p>

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.).

In recognizing the importance of positive early childhood experiences and effective transitions from early childhood programs to elementary school we maintain strong partnerships with Children's Aid Society and Tremont Crotona Day Care Center. We invite their staff to participate in our professional learning opportunities to align curriculum and practice. We expanded our Pre Kindergarten to add one additional class as well as supporting Children's Aid Society in opening 2 additional Pre K classrooms. Additionally, we hold school-wide orientation sessions including Kindergarten classroom visitations to help incoming pre-school students and their parents feel more comfortable as they transition to our Kindergarten program.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our MOSL committee meets to at the beginning of the school year and quarterly throughout the school year to make recommendations and decisions regarding the selection and use of appropriate summative assessments. Our Professional Development Committee makes recommendations for professional learning opportunities related to the assessments used. These committees work closely with School Leaders to ensure that assessments and professional learning opportunities are aligned with the 6 tenets and the school's instructional focus and goals.

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	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.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$290,230	X	p. 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$69,548	X	p. 9, 10, 11, 15, 16, 17
Title II, Part A	Federal	\$105,310	X	p. 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 24
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,722,509	X	p. 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 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:

2. 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.
3. 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:

4. **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).

5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.
11. **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.
12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **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. CS61 Francisco Oller School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. CS61 Francisco Oller School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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

CS61 Francisco Oller School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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

A. School Information [i](#)

District 12	Borough Bronx	School Number 061
School Name Francisco Oller		

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

Principal Patricia Quigley	Assistant Principal W Simmonds/EHarris/MJagtiani
Coach Heyda Melendez	Coach Jane Drexel
ESL Teacher Heyda Melendez	Guidance Counselor None
Teacher/Subject Area Marisol Rodriguez/General Educ	Parent Shanovia Harrison
Teacher/Subject Area Icene Lytle/Special Education	Parent Coordinator Vernetta Boyd
Related Service Provider Esther Perez. Social Worker	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	337	Total number of ELLs	20	ELLs as share of total student population (%)	5.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)									0					0
Freestanding ESL														
Push-In	2	2	2	1	1	1								9
Pull-out	0													0
Total	2	2	2	1	1	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13		3	6		3	1		1	20

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	13	0	3	6	0	3	1	0	1	20
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	3	2	4	3								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	5	4	2	4	3	0	20						

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)	2	2												4
Intermediate(I)		1	2		1									4
Advanced (A)		2	2	2	3	3								12
Total	2	5	4	2	4	3	0	0	0	0	0	0	0	20

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					0
4	4				4
5	2	1			3
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									0
4	4								4
5	3								3
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	2				2				4
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use DRA Running Records, Core Knowledge Skills Assessments and Student Work Samples to assess early literacy skills. From the data collected, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT and LAB-R data shows 4 students in grade K and 1 who are performing at Beginner Level. 4 students from grades 1, 2 and 4 are performing at Intermediate Level and the majority of our students 12 across grades 1 to 5 are Advanced. Our ELL students perform better on the Speaking and Listening sections of the NYSESLAT. NYSESLAT results indicate need for more support in the reading and writing areas. The ESL teacher works on the reading and writing skills and AIS services are provided to support those areas.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. How the patterns affect instructional decisions:
Note: The state did not release the spring 2013 NYSESLAT scores in combined modalities; as a result, the RNMR, which is the ATS report that generates NYSESLAT scores in combined modalities is not available for the spring 2013 NYSESLAT. Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 13 of 20 students are in the ESL program for 0-3 years. As a result these students are stronger in Listening and Speaking and weaker in Reading and Writing. The weakness in the reading/writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. For the 2013/2014 school year we are using the Core Knowledge Listening and Learning strand to develop basic language, speaking, listening and critical thinking skills. We are also using the Core Knowledge Skills Strand to develop phonics, phonemic awareness, fluency and writing. Our ELA Reading and Writing programs provide a range of instruction that includes whole group, small group, centers and individual student work.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
4. Examining student results and using ELL Periodic Assessments:
- The pattern that we notice across proficiencies is that our students are much stronger in speaking and listening. Our students who are advance level still struggle with reading and understanding higher level vocabulary and application of non literal contexts. We provide supports in a variety of ways such as bilingual glossaries/dictionaries, use of visuals, reading, rereading and restating questions. We have a freestanding ESL program and our students are in English speaking classes, therefore, most instruction is in English.
Most of the testing is administered in English.
 - School leaders and teachers use the Periodic Assessments to help teachers differentiate instruction and to identify students' strengths and weaknesses. The teachers use the data to form small groups for instruction.
 - The Periodic Assessments also help identify students in need of AIS services. They also show us areas where our students are having difficulty such as writing with details, using academic vocabulary, understanding how to solve word problems and application of ideas. For students who are non native speakers of English in testing grades, translations of content area tests is offered. Where available, standard translated tests are requested and administered. When student requires test in a language that is not offered, appropriate translator is secured and all established protocols are followed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Our school gathers data from a variety sources (DRA's, Core Knowledge Skills assessments, Ed Performance, End of Unit tests etc). We use this data to form small groups, differentiated instructional activities and tiered academic intervention services. We evaluate the data we collect every 6 weeks and make adjustments to RTI etc.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that all ELL student's parents are met with and understand the different types of programs available to their students. Through this process 20 of our parents have chosen the Freestanding ESL program. Our teachers take consideration of the children's second language development by engaging them in different activities both during the school day and during after school activities. We provide real objects, clear visuals, content area dictionaries, individual and small group activities, use of technology etc. We meet every six weeks to discuss all student data and to make instructional decisions.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We use data throughout the year, as well as data from interim assessments such as ACUITY, Ed Performance and standardized exams to determine how successful our programs are for our ELL students. Our ELL students make progress on the NYSESLAT --moving from beginning to intermediate, intermediate to advanced and to proficiency. Our ELL students do much better on the Speaking and Listening portions of the NYSESLAT. Improvement in the reading and writing sections comes naturally at a slower pace for the ELL students. Our ELL students are still struggling on the NYS exams. We are working to continue to create as much background knowledge, improve content area vocabulary and comprehension so that our students can have greater success in this area.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The steps for initial identification:

When parents register students at our school they are interviewed by the school's licensed ESL teacher who helps parents fill out The Home Language Identification Survey . She conducts an oral interview in English or the native language. Based on the results of the Home Language Identification Survey, All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 school days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The ESL teacher administers the Spanish Lab test if needed. A determination is made if the student qualifies for ESL services. The ESL teacher explains the school's free standing ESL program to parents. As new students enter the school during the school year, the process of interviewing and administering the survey is conducted. Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Coach and Children's Aid Society staff members. Parent Coordinator arranges translation if necessary. Each Spring, the licensed ESL teacher and proctors administer the NYSESLAT test to evaluate ESL student progress. The ESL teacher administers the NYSESLAT to all eligible by checking school lists of students who took the LAB-R and the list of students identified by ATS.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Structures to ensure that parents understand the programs available:

Parent Coordinator and PGA assist in reaching out to eligible parents to ensure that they are invited to and attend an orientation program in September and meet with the school Social Worker and ESL teacher. A video is presented to clarify all three ELL programs offered and to help parents understand their choices. Parents are informed that we have a free standing ESL push in/pull out program. They are given the option to either opt-out from bilingual services offered or go to another school with a bilingual program. The school conducts parent workshops to explain the programs offered. Translations are available during the meetings to ensure that parents understand the choices available and how each program would impact their child. The ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all of the options available to parents at our school and other neighborhood schools.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. How the school ensures that entitlement and continuing letters are distributed and Program Forms are returned:

ATS reports used to determine NYSESLAT eligibility are printed and reviewed. Using information from these reports, ESL teacher,

Parent Coordinator and Social Worker ensure that letters are created, distributed and returned. Administration regularly reviews reports and checks to make sure that all entitlement and continuing letters are completed and maintained in an organized and accessible manner. All Parent Surveys are kept in their child's Cumulative Record Folder. As new children are admitted to our school, ESL teacher is immediately informed and schedules meeting with parent/guardian to secure necessary survey forms and provide orientation and program selection options. On a biweekly basis, ESL teacher reviews list of eligible students to ensure that necessary forms have been distributed and collected. ESL teacher contacts parents individually by phone or scheduling face to face meeting if any information remains outstanding ensuring that all records are current with all appropriate forms included. ESL teacher maintains records in a secure space . Administration regularly reviews documentation to ensure that it is properly distributed, collected and stored. Parents are always encouraged to ask any questions about the ESL program or any documentation requested or collected. ESL teacher or parent coordinator repeatedly contacts parents if the form are not returned. We also encourage parents to come to the school if they have any questions about the letters or any other concerns.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. Criteria used to place identified ELL students in instructional program:

When students register, the Home Language Identification Survey is reviewed and Lab-R (and Spanish LAB when appropriate) is administered as needed. This begins the initial identification and orientation processes. Written and oral communication is provided to parents/guardians in English and their native language. After viewing the video, during orientation, school staff ensures that parents understand the differences between dual language programs, bilingual education classes and free standing ESL program. Parents are given the opportunity to choose which program they wish for their child. 20 out of 20 parents have chosen the Free Standing ESL model of instruction. Once the program is selected, the parents receive placement letters . Continued Entitlement letters are also distributed at this time. These letters are maintained in a secure file by the ESL teacher. ESL teacher also updates the ELPC screen in ATS within 20 days as required. ELLs who transfer into our school are provided appropriate services within 10 school days as required. NYSESLAT Assessment will identify the students' proficiency level based on their score on the Listening, Speaking, Reading and Writing sections of the NYSESLAT.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We print and review ATS reports to determine NYSESLAT eligibility . We follow all established testing procedures and protocols including maintaining the security, administration etc. We assign two proctors who are not the student's ell teacher, and make sure to administer all components. We maintain a checklist of all ELL students and ELL reports to ensure that all eligible students are tested. All NYSESLAT testing is supervised and monitored by school administration. Checks and Balance system is used to ensure that all four components of NYSESLAT are administered properly as required.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. What is the trend in program choice: After interviewing and showing the Orientation Video for Parents of English Language Learners 20 out of 20 parents choose to have their children at CS 61 in the Freestanding ESL Program. They opted-out their children from Bilingual Services to enroll them in our Free Standing ESL Program. The program model offered is aligned with parent requests because: Data collected from surveys and interviews show that parents prefer the Freestanding ESL Program. We have approximately 20 eligible ESL students from K to grade 5.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1. How instruction is delivered:

a. We have a Free Standing ESL program. We use a push-in/pull-out model. All ELL students are in classes that receive instruction in English. The ESL teacher pushes into classrooms (gen ed; collaborative; and self contained) and works with small groups of students according to their academic needs.

b. Program model – Students are serviced according to grade level with heterogeneous proficiency levels in each group. After reviewing the results of the LABR, NYSESLAT, and ATS reports children's proficiency levels are identified. Then the ESL teacher schedules the appropriate units of ESL instruction for those students.

2. Organization of staff to ensure mandated instruction:

We have 20 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes. This is documented and reviewed regularly to ensure requirements are fulfilled. All staff receive professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a Freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers are trained according to the Jose P mandates.

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material. Instruction is differentiated based on needs. The ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information. ESL teacher also meets with classroom teachers to provide assistance, resources and advice.

4. We ensure that ELLs are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ESL program, all instruction and assessments are given in English except for the LAB-R which is administered in Spanish when required.

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

2. Organization of staff to ensure mandated instruction:

We have 20 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes based on their proficiency level. This is documented and reviewed regularly to ensure requirements are fulfilled. All staff receive professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a Freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers are trained according to the Jose P mandates. ESL teacher provides schedule to ensure that Beginners and Intermediate students receive a minimum of the required 360 minutes each week. Beginners and Intermediate Students receive two 45 minute periods a day of support for 4 days per week. Advanced students received a minimum of the required 180 minutes each week. Students receive one 45 minute period of support for 4 days per week. ESL teacher also pushes in or pulls out students additionally (above required mandates) when needed.

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

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material.

Instruction is differentiated based on needs. The ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information. The ESL teacher uses rhyming, chanting, listening centers, read alouds, questioning with scaffolds, vocabulary with visual supports, technology; clarifications etc. ESL teacher also meets with classroom teachers to provide assistance, resources and advice. She models use of QTEL strategies, tiered activities and appropriate use of repeating, restating, rereading etc.

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

4. We ensure that Ells are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ESL program, all instruction and assessments are given in English except for the LAB-R which is administered in Spanish when required.

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

Throughout the entire school year, students are continually assessed using a variety of assessments. Ell teacher sits with classroom teacher to discuss student progress, challenges, assessments and instruction. Teachers meet regularly on grade level to look at student work samples and determine next steps instructionally (across all four modalities) for the students. Every six weeks student inquiry teams meet to review and analyze data.

6. How do you differentiate instruction for ELL subgroups?

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

5. How instruction is differentiated for ELL subgroups:

a. When a SIFE student enters our school, assessments are done in Reading, Writing, Math, Speaking and Listening and other content areas. Based on the results of our extensive assessment process an individualized plan is developed for the student. Academic Intervention Services are begun as well as coordination of service discussions among the child's teachers, ESL teacher, AIS provider, coaches and administrators. Progress is monitored and updated regularly and at a minimum of every 6 weeks, the group assembles to discuss progress, adjustments that need to be made to services provided, strategies for classroom teacher and parent.

b. Instruction for Newcomers or students in the preproduction stage of language acquisition is focused upon modeling, gestures, actions, visual signs, and context clues to obtain and convey meaning. A major focus is on comprehension as students develop listening strategies which is the first area they begin to master.

c. Instruction for Students who have been receiving services for 4 to 6 years is focused around increasing the limited vocabulary, extending short phrases, reading and writing longer sentences and paragraphs, responding to literal questions, understanding and retelling stories and working on the language errors that they still make.

d. Instruction for long term ELL's (6+ years) is focused on strengthening their understanding, increasing their academic language and vocabulary, developing reading and writing stamina and developing higher order questioning, understanding and application of academic content.

e. ELL students continue to receive instructional supports after the initial period of ESL push in support. Additionally testing modifications that include extended time and reading of the listening passages a third time are still provided. Our 5th grade students receive support that helps with transitioning to middle school. Students with IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as she does with general education students. ESL students receive AIS services in ELA and Math as well as Science along with all our students who are entitled. ESL strategies and visuals are used to clarify concepts and provide additional support.

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

7. Instructional strategies and grade-level materials that teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development are:

We use a push-in--pull-out model in a collaborative manner, QTEL strategies, reinforcement of skills and strategies practiced in conjunction with classroom teachers, the balanced literacy model, cross curricular support and collaborative planning to include content areas as well. A variety of materials such as magnetic letters, dry erase boards, technology, real life

photographs, etc are used to accelerate English language development. ELL teacher and classroom teachers also review IEP's for goals, strengths, and challenges along with classroom teachers and work together to support development of academic content knowledge and English language development. Native language materials are provided when available . Bilingual and picture dictionaries and glossaries are provided and used.

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

8. We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment through the use of our push-in model. Students are supported in classroom with their peers and regular teachers as well. We use flexible scheduling with push in supports wherever possible to ensure that ELL SWD's spend the maximum amount of time with their general education student counterparts. We work with our classroom teachers and ESL teacher to ensure that IEP and English Proficiency goals are reviewed and monitored regularly to ensure that students are moving towards attainment. We use differentiated instruction, academic intervention, small group tutoring and CBO supports to assist us.

Courses Taught in Languages Other than English

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

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

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

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

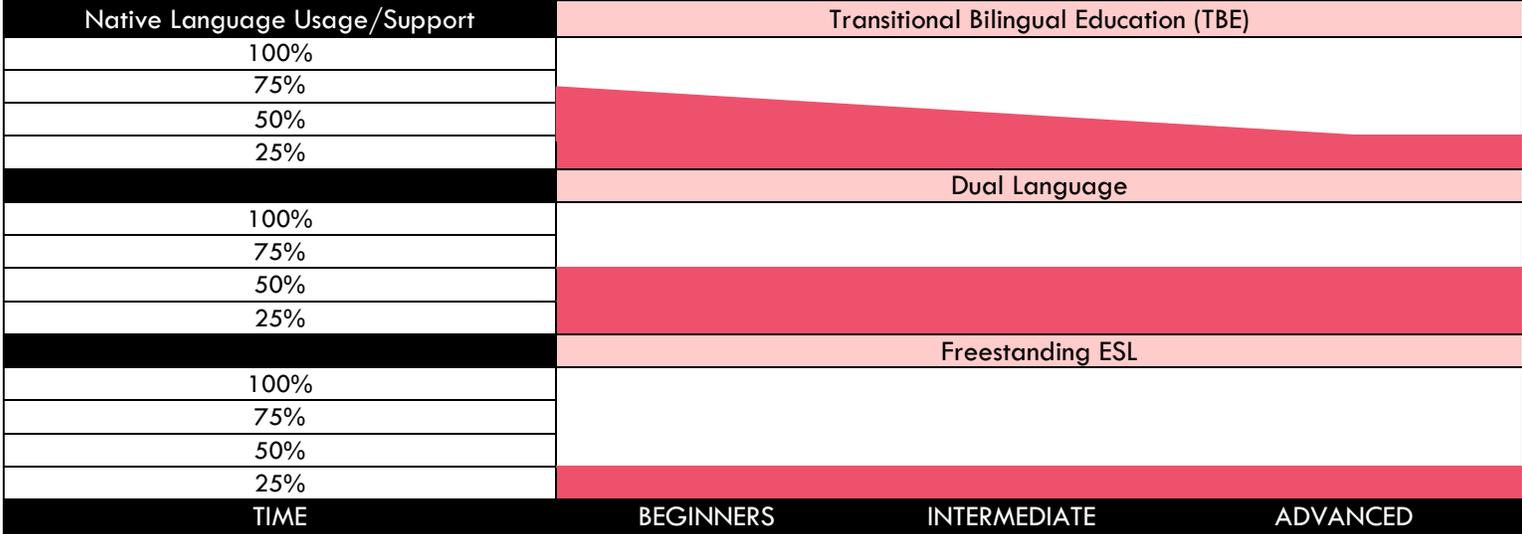
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
8. Targeted intervention programs:
All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math intervention is provided by the Professional Development Coaches, teachers, and paraprofessionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute RTI extended period. All students are assessed every 6 weeks to check for progress and to make necessary adjustments in education plan. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies, Visual Thinking Strategies, Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELL Students are making progress as shown by the NYSESLAT testing. They also show growth during the school year on classroom assessments, and student work products. Listening and Speaking are much stronger, than reading and writing. As more rigorous academic content is being presented and tested, our students are struggling more. ELL Teacher and classroom teachers are working to provide increased scaffolds and supports to assist all students including our ELL population with accessing these higher demands.
11. What new programs or improvements will be considered for the upcoming school year?
11. New programs or improvements to be considered for the upcoming school year:
Review of our school's data highlight a need for increased rigorous curriculum to meet the more challenging needs of the Common Core State Standards. As a result we are participating in the Core Knowledge English Language Arts Pilot program for our lower grades (PreK to 2nd Grades.) We are utilizing Ready Gen for our grades 3 to 5 ELA. We have also instituted the GO MATH program for grades K to 5. All of these programs provide options for differentiation and scaffolded supports that our teachers can use for our Ell's and SWD's.
12. What programs/services for ELLs will be discontinued and why?
12. Rationale for programs/services for ELLs that will be discontinued:
We are continuing our Freestanding ESL program to meet state mandates for instruction. Historically, we do not generally have large numbers of ELL students. As a result we are planning to continue our FreeStanding ESL Program using the push in model. No ESL programs or services are planned to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13a. How ELLs are afforded equal access to all school programs:
We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts and health. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.
13b. After School and Supplemental Services offered to ELLs in our building:
We do not have a Title III program based on our ELL registration.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials, including technology, used to support ELLs:
In order to increase the skills needed for our student to improve their Listening, Speaking, Reading and Writing skills and content areas knowledge we are using a variety of instructional Materials. We use manipulatives, listening centers, picture dictionaries, manipulatives, laptop computers, and several online programs such as Brainpop ESL, Visual Thinking Strategies, RAZ-KIDs, ST Math, IXL Math, and google translate to support all subgroups of ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. How native language support is delivered:

We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

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

16.Required services support, and resources are given based on the stage of the child's language development (Beginner, Intermediate, or Advanced) and Stage (Pre Production, Early Production, Speech Emergence, Intermediate Fluency) correspond to ELLs ages and grade levels. As students achieve proficiency, there is a transitional period of continued support. Since we have a push in model, the support is given according to grade , age and proficiency levels in the student's classroom.

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

17. Activities to assist newly enrolled ELL students before the beginning of the school year:

When ELL students enroll at CS61, parents are sent an invitation to attend an orientation session, including a video describing the model of ESL instruction provided by the school. We attempt to make the students and parents feel welcome and confident by introducing them to other ELL students, members of our Parent Guardian Association and giving a tour of the school.

18. What language electives are offered to ELLs?

18. Language electives offered to ELLs:

We are an elementary school and do not offer language electives.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. and 2. School staff attend workshops including classroom teachers - general and special ed, assistant principals, and speech teachers. Teachers have common preps to attend workshops and plan together. Opportunities for on and off site trainings are provided to staff when available such as: QTEL model – Quality Teaching for English Learners including
 - Using ESL strategies and approaches to support our ELLs
 - How to align ESL standards with ELL instruction
 - Using Centers to differentiate instruction
 - Using small group instruction/guided reading to help ELLsCommon Core Learning Standards
Rigorous Questioning and Discussion Techniques
Developing and Implementing Common Core Curricula
 3. Transitioning to middle school
We are a pre-K to grade 5 school. We help students prepare for middle school by teaching to the 5th grade NYS standards which adequately prepares them for middle school academic and social expectations. Social Worker and Guidance Counselor are given training regarding the levels and stages of ELL's as well as information regarding transitioning to 6th grade. Teachers in 5th Grade review 6th Grade curriculum and along with ESL teachers make recommendations for ELL students who are transitioning to middle school. Social Worker and Guidance counselor also receive training in use of QTEL teaching strategies.
 4. Jose P staff training (7.5 hours)
Staff needed the Jose P training are identified as they join our staff. The administration monitors attendance at the workshops. Documentation of teacher participation is maintained by the ELL Teacher in a secure manner and reviewed by administration regularly. Coaches and Administrators provide ongoing ELL training for all teachers such as QTEL Strategies, Differentiation for ELL's, Considering Stages of Language Development and making adjustments to instruction etc.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PARENTAL INVOLVEMENT

1. Our PGA and Parent Coordinator hold meetings to address the needs of all parents, including ELL parents. Parents are notified of meetings and topics and are invited and encouraged to attend.

Monthly parent workshops are facilitated by the Parent Coordinator regarding different curriculum topics including Math, ELA, Science and Social Studies; and NYS testing programs, how to identify ELL population/services offered/parent options, activities/strategies to help your child with homework and classwork. Bilingual Staff as well as Bilingual Staff from Children's Aid Society (CBO) provide translation services to assist in supporting the home/school connection. Parents are also offered translation information provide by the NYC Department of Education.

2. We have a partnership with the Children's Aid Society. They provide an afterschool program that includes arts, homework help, tutoring, and sports. All students including ELL students are invited to attend. Children's Aid Society also assists in providing workshops for parents on a variety of topics such as Helping Students Succeed in School; Entitlement, Health Issues, CookShop etc.

3. We use Parent Interest and Need Surveys conducted by the Parent Coordinator to determine the needs of parents. The Parent Coordinator in conjunction with the PGA reaches out to parents to provide services and workshops that meet the needs of our parents as identified in our parent surveys, including community ESL programs for parents, Translation services, Involvement as contributing members of school community etc.

4. Our parents are part of the School Leadership Team and all parents are invited to the meetings. The PGA holds monthly meetings during the day and evening hours to accommodate all parents. School staff provide meetings relating to academic subjects, testing requirements, state standards and school expectations. Parents are invited to our school assemblies and class trips. In collaboration with our CBO, we hold a one day retreat for staff and parents of all students, including ELLs. Meetings and Letters to parents are translated into Spanish. We use School Messenger which is a telephone system that phones parents in both Spanish and English to inform them of important events and reminders. We use Social Workers, CAS (CBO) Workers, Parent Volunteers and other bilingual individuals to assist in translating for any parent who needs it.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: **CS61 Francisco Oller**

School DBN: **12X061**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Quigley	Principal		11/15/13
W Simmonds/EHarris/ MJagtiani	Assistant Principal		11/15/13
Vernetta Boyd	Parent Coordinator		11/15/13
Heyda Melendez	ESL Teacher		11/15/13
Shanovia Harrison	Parent		11/15/13
Marisol Rodriguez	Teacher/Subject Area		11/15/13
Icene Lyttle	Teacher/Subject Area		11/15/13
Heyda Melendez	Coach		11/15/13
Jane P Drexel	Coach		11/15/13
N/A	Guidance Counselor		
	Network Leader		
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X061** School Name: **Francisco Oller**

Cluster: **01** Network: **401**

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.

As part of the admissions process , parents are interviewed and complete the Home Language Survey. We use this information to determine out their preferred language of communication and whether or not they have a resource who can assist them if needed. Data from the ATS report of parent written and spoken language is generated and reviewed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Enrollment Report:

Hispanic or Latino : 70% of which about 50 % needs translation services

Black or African American: 27% of which about 2% needs translation services

This report is provided to school staff who have contact with above parents, so that appropriate communication arrangements can be made.

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.

School will provide written translation to parents. The written translation is provided for all parent communication including Principal and staff letters, notes, and the rubrics used with the students. The written translation services are provided by the in-house staff and Children's Aid Society staff members who are based in our school. Our school also purchases dictionaries in identified languages and makes use of Google Translator when possible.

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

Oral translations are provided during Admission, Very Important Parent (VIP) Night, Open School Night, Parent -Teacher Conferences, Parent Guardian Association workshops, and for any teacher-parent communication. The oral translation services are provided by in-house staff, other parents and Children's Aid Society staff members.

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 school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:
Identifying non-English speaking parents and when feasible use written and oral translations by inhouse bilingual personnel.
Bilingual dictionaries in identified languages were purchased for students and parents and to assist with translations. Advisory notice of translation availability in many languages is posted in the entrance of the school building in case these services are needed.