



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

<b>DBN: (i.e. 01M001):</b>	<b>10X081</b>
<b>School Name:</b>	<b>ROBERT J. CHRISTEN, PS 81</b>
<b>Principal:</b>	<b>ANNA MARIE KIRRANE</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Robert J. Christen School, PS 81 School Number (DBN): 10X081  
School Level: Elementary Grades Served: Kindergarten to Five  
School Address: 5550 Riverdale Avenue Bronx New York 10741  
Phone Number: 1-718-796-8965 Fax: 1-718- 796- 7242  
School Contact Person: Anna M Kirrane Email Address: akirran@schools.nyc.gov  
Principal: Anna M Kirrane  
UFT Chapter Leader: Marisa Maher  
Parents' Association President: America Rosario  
School Leadership Team  
Chairperson: Julia Salleres  
Student Representative(s): NA

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza Bronx, New York  
Superintendent's Email Address: Mmashel@schools.nyc.gov  
Phone Number: 1-717-741-5852 Fax: 718.741.7098

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: **Debra Maldonado**  
Network Number: 571 Network Leader: **LYNETTE GUASTAFERRO**

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna M. Kirrane	*Principal or Designee	
Marisa Maher	*UFT Chapter Leader or Designee	
America Rosario	*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>	
	CBO Representative, if applicable	
Julia Salleres	Member/ Elected Parent -Chairperson	
Amy Moore	Member/Elected Parent	
Julie Ruf, Victoria Averbach	Member/ Elected Parent	
Lizzette Cintron and Jennifer O'Neill	Member/ Elected Parents	
Pam	Member/ Elected Parents	
Shari Galligan	Member/ Elected UFT	
Phyllis Beinstein	Member/ Elected UFT	
Elizabeth Slepina-D'Ambrosio	Member/ Elected UFT	
Leslie De Lello	Member/ Elected UFT	
Anne Marie Finlan	Member/ Elected UFT	
Lucille Morgan	Member/ Elected UFT	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### Contextual Information

**P.S. 81, The Robert J. Christen School is an elementary school of excellence, located in the northwest area of the Bronx. P.S. 81 has been identified as a Well Developed school with an A rating. It is a K-5 school servicing approximately 679 students. The building utilization rate is 100%. All students, with the exception of some students with disabilities, live in the community. The student body includes 7.81% English Language Learners and 16.79% Students With Disabilities.**

**Our student population is very diverse. The ethnic breakdown of our school is 48.6% Hispanic, 30.19% White, 9.28% African American, and 8.10% Asian. Our educational program prepares our children to be productive, literate members of their communities and our democratic society. Our goal is to maintain a safe and nurturing child-centered learning atmosphere. The administration, together with the staff and parents, promote high standards and a love of learning. Each student is treated as an individual, ensuring that he/she will experience an appropriately challenging learning environment.**

**The school uses a wide range of data to measure student progress. Teachers continually analyze student work and academic data to identify student needs, improve instruction and assess progress. This process leads to the development of strategic goals for staff and students and promotes an environment for differentiated instruction. Teachers make informed decisions and offer a menu of approaches, choices, and scaffolds for the varying needs, interests, and abilities that arise in their classrooms. Our students are viewed as *active and responsible thinkers*. Teachers believe that learning should be interesting and engaging. To ensure that we foster critical thinking, we have increased our focus on the development and implementation of rigorous performance tasks in ELA, Math and content areas.**

**Our children delight in visiting our computer lab and library, reading developmentally appropriate literature, publishing their work in our writer's workshop, experimenting with science, exploring the solar system and outer space in our remodeled planetarium, researching projects in social studies and finding practical applications for mathematics. Our reading program exposes children to many genres, strategies, and skills. Our primary goal is to help our children develop a real love of learning that it is integrated into real life experiences. In order to facilitate this goal we have instituted the following: Big Brother, Big Sister Program, Student Government and the Super School Citizen Program.**

**Our school is dedicated to accelerating the continuous improvement of both teaching and learning. Therefore, focused and targeted professional development is one of our top priorities. Best practices are clearly identified and promptly replicated.**

**In partnership with school, home, and community, The Robert J. Christen School is committed to promoting a love of learning and a sense of family. Parental involvement is highly valued and respected. Our administration and staff are dedicated to working together, in concert with parents, in order to ensure positive learning experiences are made available to all students.**

**We collaborate with Manhattan College and The College of Mount Saint Vincent. We have partnerships with Lincoln Center, Henry Street Settlement, New York City Ballet, NY Philharmonic, Riverdale Neighborhood House, the Riverdale "Y" and the Korean Program. The New Horizons sponsors an after- school program for our children in the school.**

### **Our Mission**

**In partnership with home and community, our school,  
The Robert J. Christen School, is committed to  
promoting a culture of civic and personal responsibility,  
a love of learning, and a sense of family  
within a safe and nurturing environment.**

### **Our Vision**

**PS 81, The Robert J. Christen School is a school of excellence.**

**Our vision is to maintain a safe and nurturing child-centered learning atmosphere.**

**We focus on implementing educational programs that promote high standards and  
a love of learning that contributes to the growth and social development of our children.**

**We treat children as individuals and provide every child with a supportive and  
appropriately challenging learning environment.**

**We celebrate our cultural and ethnic diversity and strive to create an atmosphere of  
tolerance that will be the foundation of our children's lives.**

**Our educational program prepares our children to be productive, literate members of  
their community and our democratic society.**

### **School's Strengths/ Accomplishments**

#### **Our Educational Program:**

**Engages and involves families in the life of the school**

**Collaborates with organizations that will provide enrichment and cultural opportunities across the subject areas  
through a variety of experiences such as: trips, in-house and off-site residencies**

**Fosters tolerance, promotes respect, and celebrates diversity**

**Assists students in becoming independent learners and thinkers**

**Promotes positive values that will foster leadership skills through respect, civic pride, and a sense of community**

**Immerses children in reading a variety of genres for the purpose of making connections, formulating questions,  
making interpretations, and reading critically**

**Uses the writing process to write freely and creatively, across genres; write for the purpose of research, write to  
prompts, and write in response to literature**

**Supports aesthetic appreciation by ensuring music and art are an integral part of the curriculum**

**Focuses on the development of mathematical concepts for application, process and problem solving**

**Uses scientific inquiry and research as the basis/method of scientific instruction and use our planetarium to enrich the science curriculum**

**Focuses on the study of neighborhoods, communities, history, geography, government, economics, culture, and current events as a way to better understand the world in which we live**

**Uses technology to complement the curriculum**

**Provides intervention services to struggling students**

**Provides enrichment opportunities to all students**

**Encourages health and fitness**

**Our staff is committed to providing rigorous curriculum. We have adopted from the University of Pittsburg’s Principles of Learning: “(a) Commitment to a knowledge core [through] an articulated curriculum that avoids needless repetition and progressively deepens understanding of core concepts, curriculum and instruction organized around major concepts and teaching and assessment focused on mastery of core concepts (b) High thinking demand where students are expected to raise questions, to solve problems, to reason, to challenge assignments in every subject and reflect on learning strategies, and (c) Active use of knowledge by synthesizing several sources of information, test their understanding by applying and discussing concepts, apply prior knowledge, and interpret texts and construct solutions.” We believe in developing each student’s strengths to become independent learners and to reflect on multiple perspectives, exercise multiple attempts at improving work and extended thinking. We continue to develop and grow students’ understanding and work ethic that embodies the concept of effort.**

**Outlined below is a chart that identifies our evidence for each practice.**

Curricular Evidence	Pedagogical Evidence	Assessment Evidence
<ul style="list-style-type: none"> <li>• Curriculum calendars and units of study which are rooted in TC and Ready Gen</li> <li>• Differentiated instruction reading complex text in all genres that has been aligned with CCLS</li> <li>• Data which informs instruction</li> <li>• Mathematical problem solving using CCLS mathematical practices</li> <li>• Science instruction which is hands on, involves journaling and culminates in an authentic school wide science exposition</li> </ul>	<ul style="list-style-type: none"> <li>• Data Specialist support</li> <li>• Building leadership capacity</li> <li>• Building leadership: Subject point staff</li> <li>• Teacher buddies</li> <li>• Common grade meetings</li> <li>• Identification of staff with particular expertise</li> <li>• Maximize on the individual and discrete strengths of staff</li> <li>• Maximize staff to provide multiple functions in a shrinking world of resources. We must see ourselves as a building of experts</li> <li>• Classroom inter-visitations</li> <li>• Professional development sessions</li> <li>• Coach mentoring and</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment driven by standards</li> <li>• All standardized tests</li> <li>• Scantron</li> <li>• Unit tests</li> <li>• Unit projects</li> <li>• Unit writing pieces</li> <li>• Design &amp; implementation of Performance Assessment Tasks</li> <li>• Report cards designed by staff</li> <li>• Interim Progress Reports for families</li> <li>• Use of Rubrics</li> <li>• Effort Rubric</li> <li>• Use of Checklists</li> <li>• Student work folders</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Social studies program which engages students in key projects which promotes student choice</b></li> <li>• <b>Arts program which engages students in authentic collaborations</b></li> <li>• <b>Grade Leaders</b></li> </ul>	<p><b>modeling</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom as lab sites</b></li> <li>• <b>Danielson’s Framework- mini observations</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art work</b></li> <li>• <b>Performances</b></li> </ul>
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**Challenges**

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	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	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	SIG Recipient
				N/A
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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	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X081 School Information Sheet Key

School Configuration (2014-15)				
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
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% Title I Population	5.0%	% Attendance Rate		93.5%
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Our data analysis confirms that our students have strong comprehension skills and have developed a solid foundation in mathematical reasoning and problem solving strategies. In 2014, students demonstrated mastery of**

specific comprehension skills that are necessary for critical reading and problem solving skills that enable students to perform rigorous math tasks. Our sub group, ELL students, demonstrated an increase in their performance in the New York State tests. While our students continue to perform well, our current trends reveal a drop in the number of students scoring 4s and an increase in the number of students scoring 2s. These trends reveal a need for an increase use of targeted and flexible small group instruction.

Our sub groups, ELL students and SWD's have scored lower than our fourth and fifth grade students in ELA. Our needs assessment suggests that our targeted action for the year 2014-2015 will be to provide professional development to implement the Department of Education's Expectation in order to ensure the continuous implementation of the Common Core Learning Standards. The administration and coaches will tailor the professional development in order to significantly increase the teachers' effectiveness and knowledge base. The following data charts identifies the progress that students made in the Measures of Students Learning (MOSL), Benchmark levels in Reading ,Writing and Mathematics.

	MOSL- PRE Total Rubric Points	MOSL- POST Total Rubric Points	PRE - Average Total Score per student	POST Average Score per student	Reading Percentage of students reaching Bench Mark End of the Year TC Level	<i>Mathematics Percentage of students reaching Bench Mark End of the Year</i>
Kindergarten	753	2129	6.06	18.04	73%	89%
First Grade	1796	2823	14.7	23.1	84%	80%
Second Grade	1744	2750	14.1	22.35	94%	83%

	Growth Writing 6+1 Writing Traits BOY to EOY	Reading Percentage of students reaching Bench Mark End of the Year TC Level	<i>Mathematics Percentage of students reaching Bench Mark End of the Year</i>
Third	76%	89%	80%
Fourth	84%	83%	75%
Fifth	82%	87%	71%

### Tenet 3

Our school made progress this year adjusting our school's curricula and formative assessments to provide rigor and to develop a wide array of consistent supports and extensions for every student across grades and subjects. Collaborative teacher teams meet a minimum of once each week to look at student work, analyze assessment data and make necessary modifications in units of study and lesson plans to ensure that all students, including all subgroups, have access to appropriate instruction.

### Tenet 4

Our focus this year will be on developing rigorous, CCLS based rubrics for instructional tasks both by teachers and students that will delineate learning progressions and provide feedback for students on next steps. We will focus on engaging students in the process of self and peer assessment to ensure that they take ownership for their own learning.

## 10X081 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	679	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	5.0%	% Attendance Rate		93.5%
% Free Lunch	38.8%	% Reduced Lunch		11.9%
% Limited English Proficient	10.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.4%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		10.5%
% White	31.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.7%	Mathematics Performance at levels 3 & 4		49.3%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – 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.	WD
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.	WD
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.	WD
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.	WD

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

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

The Quality Review indicates, “That there is a need for teachers to track students’ progress using a variety of assessments. Developing authentic assessment tools, administering them and examining students’ performance will support a practice that will address our overarching goal to increase students’ progress...to address the instructional gaps and ensure that curriculum is aligned to the CCLS. Page 6.

### 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, classroom teachers will assess and record three key standards in ELA a minimum of three times. In Mathematics, teachers will assess and record two key standards, fluency and problem solving a minimum of three times a year. Both assessments will be used to monitor progress of students’ mastery of the standards.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• <b>Administration identifies school wide trends using 2014 NYS item map data in both ELA and Math</b></li> <li>• <b>Reflect on unit plans with a focus on Essential Questions and the Big Ideas (Understandings) for each unit to ensure they are aligned with CCLS</b></li> <li>• <b>Subgroups are also identified within school wide trends in order to close the achievement gap</b></li> <li>• <b>Teachers identify student needs by using the data from the NYS test results and the school's formative assessment</b></li> <li>• <b>Establish a school wide focus on three key standards in ELA</b></li> <li>• <b>Teachers will share data and goals with parents during parent/teacher conferences at least three times a year</b></li> <li>• <b>Teachers will use the Performance Assessment Data to plan/adjust instruction.</b></li> </ul>	Students in K-5 including SWD's and ELL students	September to June	Administration, teachers and coaches
<ul style="list-style-type: none"> <li>• <b>Two key areas in math, fluency and problem solving in grades K-5 will be a critical focus for instruction and will be assessed three times( BOY, MOY, EOY)</b></li> <li>• <b>Establish a school wide focus on the application of grade specific mathematical content through problem solving and fluency. Examine student tasks in both ELA and Math to assess performance and appropriate next steps for teaching and learning</b></li> </ul>	Students in K-%	September to June	Administration and teachers
<ul style="list-style-type: none"> <li>• <b>An inquiry team of teachers across grade levels will continue to utilize protocols for looking at student work.</b></li> </ul>	Teachers and administration	September to June	Administration and teachers
<ul style="list-style-type: none"> <li>• <b>Teachers and administrators will participate in collaborative Saturday professional learning groups. Focus on reviewing</b></li> </ul>	Teachers	September to June	Administration and coaches

<p>student work, identifying trends and creating an action plan for next steps</p> <ul style="list-style-type: none"> <li>• Provide professional development for teachers in the use of formative assessments</li> <li>• Coaches support teacher teams to select and plan questions that provide opportunities for high level thinking</li> </ul>			
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**Part 4 – Resources Needed**

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

- Lab sites and professional development support will have impacted teacher effectiveness
- Gap analysis will identify the level of progress in both ELA and Math
- Grade level meetings and professional learning groups will be supported through block scheduling and per session for early morning and after school teams
- Looking at student work will indicate what has been mastered and what are our next steps
- Google Docs will be used as a tool for documenting long-term curriculum maps
- Identify areas of need, assess the instructional level of the students as determined by looking at student work, adjust instruction as a result of the assessment and then observe the impact of tracking the skill overtime
- The examination of formative and summative assessment data will identify trends which have implications for targeted interventions

**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		Title I Basic		Title I 1003(a)		Title IIA	X	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.

**PF Inquiry Teams; PF Common Core; PF Supporting Great Teachers & Leaders**

- Priority focus per session allocations will fund teacher team meetings and professional learning
- Saturday Institute
- Tax levy and Title Three funds will be used as a result of the conceptual consolidation process to support this goal to ensure that all students benefit
- Coaches will provide professional development in the use of systematic observation tools and formative assessment grading practices

**Part 6 – Progress Monitoring**

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

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

**By February 2014, all students in kindergarten through grade five will have engaged in two rigorous Common Core aligned ELA units culminating in performance tasks which will be evaluated through an analysis of student work. In mathematics, teachers will conduct a mid-year assessment (MOY) to assess and record the progress made since (BOY) of two key standards, fluency and problem solving.**

**Supervisors will use the Danielson’s observation tool to assess the implementation of these tasks and provide professional development in classrooms to support growth of this initiative.**

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

➤ Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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➤ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	WD
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.	WD
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.	WD
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.	WD

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

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

The parent survey on page seven indicates that a small percentage of students have been bullied in our school. Data from our guidance, teachers, school support team and parents indicate that there is a need to continue to build a positive culture and provide support to students who have been identified at risk.

### 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, there will be a ten percent decline in the incidents of students, including ELL's and SWD's, reported in OORS as measured by guidance interaction logs.

### 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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li><b>Emotionally secure environment as measured by the decrease of student incidents and the need for OORS reports.</b></li> <li><b>Purposefully involve all students to solve problems, develop solutions, create a tangible products which require deep level of cognitive engagement</b></li> <li><b>Per session is used on an need basis</b></li> <li><b>By June 2015, 100% of teachers will have necessary Child Study Groups and implemented Functional Behavior Assessment (FBA) and implemented Behavior Intervention Plan for the students who require support.</b></li> <li><b>By June 2015, all teachers will have received training on SESIS</b></li> </ul>	Students in Grades K-5 including SWD and ELL students	September to June	Administration, Guidance Counselor SBST, teachers and coaches
<ul style="list-style-type: none"> <li><b>The services of the guidance counselor, social worker, psychologist and SBST team will be coordinated to support the attainment of this goal. Training in FBA and child study will be facilitated by trained and certified staff. Our social-emotional student support inquiry team will meet to develop support materials for classroom teachers</b></li> </ul>	Students in Grades K-5 including SWD and ELL students	September to June	Administration, Guidance Counselor SBST, teachers and coaches
<ul style="list-style-type: none"> <li><b>Purposefully involve all students to solve problems, develop solutions, create a tangible products which require deep level of cognitive engagement</b></li> </ul>	Students in Grades K-5 including SWD and ELL students	September to June	Administration, Guidance Counselor SBST, teachers and coaches
<ul style="list-style-type: none"> <li><b>Developing powerful teacher- student relationships, as measured by the Danielson’s Rubric on the HEDI scale.</b></li> </ul>	Students in Grades K-5 including SWD and ELL students	September to June	Administration, Guidance Counselor SBST, teachers and coaches

**Part 4 – Resources Needed**

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

**PF Positive Behavioral Management Programs**

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

NA

**Part 6 – Progress Monitoring**

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

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

- **By December 2014 - School Based Support Team and Guidance Counselor implement “Respect for All Program”**
- **Bi- Weekly Agendas and Minutes**
- **By February 2015-Grade Projects will be implemented to support “Respect for All”.**
- **School-wide assemblies will be in place throughout the year**
- **By January 2015, Fifty percent of teachers will have completed necessary Child Study Groups and implemented Functional Behavior Assessment (FBA) and implemented Behavior Intervention Plan for the students who require support.**

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

- |  |   |     |  |    |
|--|---|-----|--|----|
| ➤ Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| ➤ 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:**

- 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 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.	WD
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.	WD
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.	WD
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.	WD

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

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

The Quality Review recommended that there is a need “to utilize individual classroom data analysis for tracking student progress ... and to utilize student data to track student progress”. Page 6.)

### 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 classroom teachers will use and continue to refine rigorous, CCLS based rubrics created by collaborative teacher teams and students to provide next steps for learning and to foster student ownership for their learning.

### 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:	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>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities,</li> </ul>			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Teacher teams will develop collaborative rubrics that incorporate learning progression criteria for oral (using student discourse protocols and/or Socratic Method) and written skills needed for providing evidence to support opinions or arguments.</b></li> <li>• <b>Entry points and scaffolds for all learners will be incorporated in the units of study and student work will be analyzed using rubrics</b></li> <li>• <b>Structure groups to provide enhanced opportunities for students to engage in conversations and discourse.</b></li> </ul> <p><b>Targets to evaluate progress</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers meet weekly, in grade teams, to refine units, lessons, tasks, and create rubrics to assess the use of evidence to support a claim. Teachers will use these meetings to develop an understanding of instructional excellence.</b></li> <li>• <b>Teacher teams will examine the students ability to effectively use rubrics both for self-assessing and peer assessing</b></li> <li>• <b>Teachers will meet to design unit/ lesson plans incorporating centers to provide differentiation allowing for multiple entry points and student choice.</b></li> </ul>	Students in K – 5 and teachers	September to June	Administration, teachers, and coaches
<ul style="list-style-type: none"> <li>• <b>Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support the student's thinking.</b></li> </ul>	Teachers in K - 5	September to June	Administration, teachers, and coaches
<ul style="list-style-type: none"> <li>• <b>Teacher teams will examine student work, identify growth, concerns, create action plans and revisit to evaluate progress.</b></li> </ul>	Teachers in K - 5		Administration, teachers, and coaches
<ul style="list-style-type: none"> <li>• <b>Inquiry Teams – teachers, coaches and school leaders will facilitate ongoing gap analysis to carefully monitor sub group performance for ongoing adjustments to curriculum.</b></li> </ul>	Teachers in K - 5		Administration, teachers, and coaches

**Part 4 – Resources Needed**

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

**Guided by administration, coaches, grade leaders, classroom & cluster teachers, using a model of classroom-embedded professional development, the P.S. 81 community will implement and facilitate professional learning communities where**

- **Teacher teams will plan and align curriculum and rubrics for assessments according to the CCLS**
- **Teams of teachers will meet to examine student work and identify next steps. Lab sites and professional development will be provided by the coaches and lead teachers to support teachers' craft**
- **Saturday Academy: December – April**
- **After School AIS-October-April**
- **RTI**
- **AIS**

**Staffing: Coaches, administration, grade leaders, classroom & cluster teachers.**

**Evidence:**

- **Meeting agendas and minutes**
- **Assessment instruments**
- **Data results**
- **Coach logs**
- **Formal teacher classroom observations**

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

**Saturday Academy December – April 2015**  
**Early morning and after school professional learning communities**  
**PF RTI; PF Supporting Great Teachers & Leaders; PF Common Core; PF AIS**

**Part 6 – Progress Monitoring**

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

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

**By February 2015, the administration and teachers will have participated in a shared understanding of instructional excellence which meets the needs of students so that lessons provide sufficient supports, scaffolds and opportunities for high level thinking to promote greater student interaction and mastery of challenging tasks. This will be evidenced by lab sites, collaborative planning sessions, action plans and peer observation**

**THE USE OF RUBRICS BY TEACHERS AND STUDENTS IN ALL CLASSROOMS WILL BE ASSESSED IN FEBRUARY 2015 USING OBSERVATION DATA AND STUDENT ASSESSMENT DATA**

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

➤ Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
➤ 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:**

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	WD
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.	WD
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	WD
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.	WD

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

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

The needs assessment indicates that there is a need to provide rigorous feedback to teachers.

### 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.

**. The Principal and Assistant Principal will implement the teacher effective evaluation using the Danielson's rubric and provide meaningful feedback to teachers. By June 2015, all teachers will have been observed using either option 1 or option 2 and give actionable feedback around a self-identified area of growth.**

### 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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <ol style="list-style-type: none"> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p><b>School leaders will engage faculty in professional learning in order that:</b></p> <ul style="list-style-type: none"> <li>• <b>A shared understanding of the Danielson framework is developed and teachers will be provided support and actionable feedback pertaining to the identified area(s) of growth</b></li> <li>• <b>Teachers engage in self-assessment using the Danielson’s Rubric and identify areas of growth</b></li> <li>• <b>Teacher teams engage in peer coaching, inter-visitation and the development of self-directed action plans</b></li> <li>• <b>Teachers work with a critical friend to support their specific needs</b></li> <li>• <b>The administration will schedule and conduct observations (formal and informal).</b></li> <li>• <b>Actionable feedback will be provided to teachers.</b></li> <li>• <b>Purposeful planning practices are emphasized with a focus on aligning curriculum with the CCLS while addressing all subgroups. Instructional engagement and the power of strategic questioning will encourage effective student discourse. A positive culture for learning within an enriched classroom environment is the core of our practice</b></li> <li>• </li> <li>• <b>Work with Advance Talent Coach and Network staff to calibrate and conduct observations and review feedback (SOP 2.5)</b></li> </ul>	<p>teachers</p>	<p>September to June</p>	<p>Administration and coaches</p>
<p><b>Provide professional development and feedback to all classroom teachers using the Danielson Framework and on the new Advance system (SOP 2.5)</b></p>	<p>Teachers</p>	<p>September to June</p>	<p>Administration</p>
<ul style="list-style-type: none"> <li>• <b>Teacher effectiveness will be improved by deepening teachers’ understandings of effective questions to assess and advance student learning.</b></li> </ul>	<p>Teachers</p>	<p>September to June</p>	<p>Administration</p>

<ul style="list-style-type: none"> <li>• <b>Effective use of office staff, School Based Support Team to provide increased opportunities for administrators to spend more time in classrooms to observe teacher practice and give feedback using the Danielson Framework for Teaching (SOP 2.4)</b></li> </ul>	Teachers	September to June	Administration

**Part 4 – Resources Needed**

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

**The administration and coaches will develop and implement a coherent and individualized teacher support plan that will integrate the 8 components of the Danielson’s Rubric. The school leaders will work closely with both the literacy and math coach to create plans that scaffold instruction and support teachers’ growth.**

- **Regularly scheduled conferences between administration and coaches to create an action plan for targeted pedagogical support**
- **Per session for administrators and teachers for professional learning around effective teaching which are conducted before and after school and/or on weekends.**

**Administrative planning; salaries**

**Per session for PD Committee planning and after school and before school collaborative inquiry teams**

- 

**.Work with DOE Advance Coach and Network staff on the calibration and delivery of effective feedback that shifts practice to Principal, Assistant Principals and all teachers**

**Part 5 – Budget and Resource Alignment**

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

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

**The services of the guidance counselor, social worker, psychologist and SBST team will be coordinated to support the attainment of this goal. Training in FBA and child study will be facilitated by trained and certified staff. Our social-emotional student support inquiry team will meet to develop support materials for classroom teachers**

**Part 6 – Progress Monitoring**

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

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

**By October 2014, all teachers will have completed a self-assessment on the 8 competencies in the Danielson Framework and will be reviewed in January and April.**

**By February 2015, the administration will have observed all teachers two times and provided them with actionable feedback.**

**DOE Advance Coach will meet monthly with Principal and Assistant Principal to support the implementation of Advance**

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

- |  |          |     |  |    |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <b>X</b> | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |          |     |  |    |

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

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

### Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	WD
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.	WD
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.	WD
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.	WD

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

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

The parent school survey indicated that they would like to improve communication with school and home on page five. The Quality Review, on page six states, “Define the process for organizing and sharing interim student performance”. Page seven

### 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, parents, including ELL and SWD parents, will indicate a five percent increase in satisfaction with school to home communication as measured by the parent portion of 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:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<p>7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>9. Strategies to increase parent involvement and engagement</p> <p>10. Activities that address the Capacity Framework element of Trust</p>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p><b>Funding will support parent engagement activities:</b></p> <ol style="list-style-type: none"> <li><b>5. Parent workshops, Coffee with the Principal, Principal Liaison Meetings, Monthly Focus Letter, Welcoming Tours, Weekly Homework Sheets, Science Fair, Invitations to special academic events</b></li> <li><b>6. Provide families with rubrics and lists of required mastery skills for each subject taught for each grade,</b></li> <li><b>7. Math Fun Night: Get students engaged in math, familiarizes parents with math curriculum, and encourages families to continue practice at home</b></li> <li><b>8. Literature Day and Night Event: Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.</b></li> <li><b>9. Family Fitness Workshop: Our physical education teacher identify ways to increase fitness in our everyday life</b></li> <li><b>10. Families and School staff work-out together to increase fitness in our school.</b></li> <li><b>11. Special Performances and Presentations by Students and Teachers.</b></li> <li><b>12. Workshops will be provided in the curriculum areas of all content areas and there will be a sharing regarding the instructional shifts that are required by the CCLS</b></li> </ol> <p><b>Strategies to increase parental involvement:</b></p> <ul style="list-style-type: none"> <li>• <b>Create a parent resource center</b></li> <li>• <b>Provide materials on issues of concern to parents, such as curriculum, child development, test prep safety and SWD's</b></li> <li>• <b>Curriculum Workshops: Literacy, Math, Science, Social Studies, Technology</b></li> <li>• <b>Workshops to support ESL students and parents</b></li> </ul>	<p>Parents, students including parents of SWD and ELL students.</p>	<p>September to June</p>	<p>Administration, Guidance Counselor, SBST, Coaches and Teachers</p>

<ul style="list-style-type: none"> <li>Workshop on safety, positive behavior and developing good study skills</li> </ul>			
<ul style="list-style-type: none"> <li>Interim progress reports will be sent home three times a year providing specific comments regarding individual academic strengths and weaknesses.</li> <li>Building principal will conduct monthly open forums for parents to discuss ideas and concerns.</li> </ul>	Parents, students including parents of SWD and ELL students.	September to June	Administration, Guidance Counselor, SBST, Coaches and Teachers
<ul style="list-style-type: none"> <li>Monthly child study meetings will target /identify students in need of additional support and serve as the avenue of communication with parents.</li> </ul>	Parents, students including parents of SWD and ELL students.	September to June	Administration, Guidance Counselor, SBST, Coaches and Teachers
<ul style="list-style-type: none"> <li>Grade wide monthly unit newsletters will provide parents with ongoing communication.</li> </ul>	Parents, students including parents of SWD and ELL students.	September to June	Administration, Guidance Counselor, SBST, Coaches and Teachers

**Part 4 – Resources Needed**

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

- 11. Principal, Assistant Principal
- 12. Guidance Counselor
- 13. Members of the SBST
- 14. Parent Coordinator
- 15. School Staff, Literacy Coach, Math Coach
- 16. PE Coach, Teachers

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	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.

**PF Parent Engagement**  
**PF Positive Behavioral Management Programs- Respect for All**

**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.

**By February 2015, parents will indicate a three percent increase in satisfaction with school to home communication as measured by the parent portion of the PS 81 Environment Survey.**

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

- |  |          |     |  |    |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <b>X</b> | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |          |     |  |    |

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
English Language Arts (ELA)	NYS ELA, Scantron, TC assessments, unit tests, teacher observation and suggestions	<p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• TC Units of Study</li> <li>• ReadyGen</li> <li>• Foundations K-2</li> <li>• IMAGINE Learning</li> </ul> <p>Small group academic intervention</p> <p>After school program Grades 1-5, including ELL's and SWD's</p> <p>Saturday Academy- Grades 3-5, including ELL's and SWD's</p> <p>Develop comprehension skills;            Build fluency and stamina in reading;            Develop writing skills with a focus on prompt writing and six plus traits of writing.</p>	<p><b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b></p> <p>Students in grades 1-5 are provided with during or after school intervention. These small groups provide instruction to assist students in order for them to acquire the skills needed to become strategic readers. Students in grades 1-5 receive academic support in test taking strategies and skills in our afterschool program. Students in grades 1 and 2 who are at-risk for not meeting State standards as determined by their performance on Teacher's College Assessments are provided small group instruction and academic intervention during the afterschool program. Grade Reduction Teachers, reading specialists, provide AIS services in a "Pull Out" small group instruction model throughout the day.</p>	During the school day, after school and Saturday Academy

<b>Mathematics</b>	<b>NYS Math Test, Scantron, Unit tests</b>	<p><b>Focus on building problem solving strategies and develop fluency with basic computation skills</b></p> <p><b>Small group instruction K-5</b></p> <p><b>Go Math</b></p> <p><b>Grades 3 -5 attend Saturday Academy</b></p> <p><b>Grades 1-5 Afterschool program</b></p>	<p><b>Students in Grade 3, 4 and 5 are provided with small group intervention during the day.</b></p> <p><b>Afterschool provides small group instruction to students in Grades 1-5</b></p> <p><b>Students in Grades 3-5 receive small group support during Saturday Academy</b></p>	<b>During the day, after school programs and Saturday Academy</b>
<b>Science</b>	<b>assessments, unit tests, teacher observation and suggestions</b>	<b>Focus on grade level science curriculum and preparing students for the fourth grade NYS test. Repeated reading and hands on work. P.S. 81 provides additional science instruction during the Saturday Program.</b>	<b>All students receive state mandated periods of science instruction. Science Specialist facilitates small group instruction and or individual instruction in the science lab. Grade 4 receives two periods of science during our second semester.</b>	<b>During the School Day and Saturday Program</b>
<b>Social Studies</b>	<b>assessments, unit tests, teacher observation and suggestions</b>	<b>Making global connections and developing geography skills</b>	<b>Support in Social Studies is provided through content area literacy during the literacy block. Students learn strategies for reading nonfiction content reading and writing document based essays</b>	<b>During the School Day</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,</b>	<b>assessments, unit tests, teacher observation and suggestions</b>	<b>Positive Behavior Intervention Services</b> <b>Focus on Pillars of</b>	<b>One to one or group counseling with students. In addition, the social</b>	<b>During the School Day</b>

<p><i>Social Worker, etc.)</i></p>		<p><b>Character</b></p> <p><b>At weekly RTI/AIS meetings students are identified for at-risk services by the Guidance Counselor, School Psychologist and Social Worker</b></p>	<p><b>worker works closely with students and their families who are experiencing problems that have impacted the students' education. Both counselors provide small group intervention discussions.</b></p> <p><b>The school nurse provides health related services on an on-going as needed basis.</b></p> <p><b>Medication is dispersed as per 504's</b></p>	
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
na

**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).
na

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
All students including SWD and ELL students receive targeted intervention during tier one and tier 2 intervention. In addition, they participate in After School and Saturday Academy.

**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).
All students receive targeted support. High performing students receive accelerated instruction where curriculum is compacted. Ell students are supported by the ESL teacher during school and in an after school program. SWD receive support from math and literacy coaches. Coaches, AIS teachers and cluster teachers are folded into classrooms for small group instruction in ELA and Math. Grade three and four receive targeted instruction for a science cluster teacher .Move to Improve is incorporated into all instruction

**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.).

Kindergarten tours are provided to all parents of incoming students. Parents and students are invited to a social gathering during the month of August. Parents are invited to an orientation where they receive an overview of the kindergarten curriculum. Guidance counselor and members of SBST are available to support the transition of kindergarten students. Parents attend Coffee with the Principal on the first day of school. Kindergarten teachers provide parents with a comprehensive outline of the kindergarten curriculum during Curriculum Night.

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

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

The MOSL committee consisting of administrators, coaches, teachers worked collaboratively to identify assessments that would be used to rate teachers. The recommendations were shared with the staff. The staff participated in professional development sessions designed to administer, score and analyze MOSL assessments. This analysis was used to create an action plan to inform instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	na		
Title I School Improvement 1003(a)	Federal	na		
Title I Priority and Focus School Improvement Funds	Federal	\$58,886		15,,22,26,29, 31, 32
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200		15,28, 29,31,32
Title III, Immigrant	Federal	na		
Tax Levy (FSF)	Local	\$3,513,962		15,18,22,26,29

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

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

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

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

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 81, 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. PS 81 will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

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

PS 81, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## **P.S. 81 SCHOOL-PARENT COMPACT**

2014-2015

### **Part 1 Required School-Parent Compact Provisions**

**The Robert J. Christen School, P.S. 81 and the parents of the students agree to implement the following initiatives to ensure that the participating students will receive high-quality curriculum and instruction in a nurturing and supportive environment. Activities, academic intervention and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) of all participating students will be a shared and a joint responsibility of school and parents. School and parents will develop an effective partnership to ensure that students will meet New York State standards. The School- Parent Compact will be in effect during the school year 2014-2015.**

### **School Responsibilities and General Expectations**

**P.S. 81 will provide an enriched, accelerated high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the New York State Standards. The following initiatives are in place to support our students and develop and expand our parents as effective partners:**

- **Implement Academic Intervention Services to all students who are not meeting State Standards.**
- **Provide a safe and orderly learning environment that promotes and addresses the individual needs of each student to ensure the success of all children**
- **Ensure that all students receive timely and meaningful feedback that identifies their strengths and outlines strategies to address their weaknesses.**

- **Provide funding for professional development in Literacy, Mathematics, Science, Social Studies, Arts and Technology through workshops and coaching to teachers. Teachers will design and implement:**
  3. **Standards-based units of study.**
  4. **Units will outline the focus of the curriculum.**
  5. **Units will include a rationale, standards, mini lessons and identify thought provoking problems and questions**
  6. **Assessments tools will be identified**
  7. **Strong focus on meaningful feedback**
  8. **Guidelines for effective conferring in order monitor and support students' progress and improve students' performance.**
- **Conduct parent teacher conferences three times a year during which this compact will be discussed as it relates to the individual student's progress.**
- **Conferences will be held in November, March and May. Additional conferences will be held if necessary. Afternoon and evening conferences will be available to support the needs of parents.**
- **Provide a description and explanation of the school's curriculum, the different assessment tools used to measure children's progress, and the proficiency levels students are expected to meet.**
- **Provide parents with reasonable access to staff. Meetings during preparation periods, before school and phone conferences meetings will be available when necessary.**
- **Schedules are adjusted to accommodate the needs of parents when they have concerns. Parents are encouraged to write a note or leave a phone message for the teacher so that a mutually convenient appointment can be arranged.**
- **Opportunities for parents to volunteer and participate in their child's school through the following events:**
  - 1) **Parents will be invited to attend Open School Week**
  - 2) **Writing celebrations, grade specific assemblies**
  - 3) **Project arts culminating activities**
  - 4) **Poetry writing celebration**
  - 5) **Enrichment projects and drama production**
  - 6) **Chorus celebration**
  - 7) **Parent coordinator workshops**
  - 8) **Accompany classes on field trips**
- **Conduct meetings at convenient time and facilitate a flexible number of meetings to ensure all parents have the opportunity to attend. These meetings will be communicated through school wide distribution and the school web site. All communications will be followed by timely reminders. The Parent Coordinator and**

**Parent Association will encourage all parents to attend.**

- **Provide information to parents in a consistent way. Memos, letters, PA School Web Site and school calendar (Various translated languages available upon request)**
- **Address requests to meet the needs of parents with disabilities and language accommodation for Non-English speaking population**
- **Provide counseling opportunities for students/families on an as needed basis and identify support resources for parents/guardians**
- **Provide to each parent an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics.**
- **Provide parents with goal setting information which identifies “next steps” for students in all major academic areas**
- **Provide workshops for parents to explain the assessments their child will be taking and how to prepare them for that assessment.**

**For example: Family curriculum night, literacy and math workshops**

- **Provide teachers and students with a sufficient amount of books that are strategically chosen to match the interests, reading levels, and instructional goals.**
- **Subscribe to Imagine Learning for grades K to four in many subject areas and RazKids for grades K-3. These online programs will be used to reinforce and extend skills and strategies in Reading, Writing, Math, Social Studies and Science.**

**We the parents agree to work collaboratively with the school and our children’s teachers to support and monitor our children’s activities in order to:**

- **Promote positive use of my child’s extracurricular time**
- **Monitor attendance**
- **Attend to all health issues including proper rest, eyeglasses, dental needs etc.**
- **Provide the school with current/accurate emergency contact information**
- **Stay informed about my child’s education**
- **Communicate with the school by promptly reading all notices from the school that are sent home with my child or received by mail and respond to them in a timely manner.**
- **Establish a specific time for homework every night**
- **Provide a quiet, uncluttered place for homework free of distractions such as television, phone calls or younger children playing in study area**
- **Keep supplies and reference books available in the study area**
- **Provide the necessary tools for doing the assignments**

- **Be available to assist during homework time**
- **Make sure that homework is completed and that my child is prepared each day with all necessary supplies.**
- **Monitor amount of television my children watch**
- **Volunteer in my child's school**
- **Participate in decisions relating to my child's education**
- **Stay informed about my child's education**
- **Communicate the traits associated with the "Pillars of Character" and model positive values such as Trustworthiness, Respect , Responsibility, Fairness, Caring and Citizenship**

**Students will assume the responsibility to support their academic achievement.**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:**

- **Come to school ready to do our best and be the best**
- **Come to school with all the necessary tools of learning: pens, pencils, books, etc.**
- **Listen and follow directions**
- **Use the library to get information and to find books that we enjoy reading**
- **Participate in class discussions and activities**
- **Respect class and school rules**
- **Resolve conflicts peacefully and express my feelings using positive words**
- **Follow the school's dress code**
- **Do our homework every day**
- **Study for tests and assignments**
- **Read at home with our parents**
- **Get adequate rest every night**
- **Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day**
- **Complete homework and project assignments and ask for help when needed**
- **Read for at least 30 minutes every day outside of school time**
- **Be responsible for school and personal items**
- **Be responsible when using the Internet**

- **Practice courteous and appropriate school behavior and respect the rights of others**
- **Prepare for tests and assessments by reviewing all relevant information**
- **Ensure that I get adequate rest at night, eat a healthy breakfast and come to school prepared**
- **Be honest and respect the rights of others**
- **Know and practice the Pillars of Character that will support my learning and the learning of my classmates**

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

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

## Part I: School ELL Profile

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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>081</b>
School Name <b>The Robert J. Christen School</b>		

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

Principal <b>Ann Kirrane</b>	Assistant Principal <b>Rebecca Rodriguez</b>
Coach <b>Phyllis Beinstein</b>	Coach <b>Liz D'Ambrosio</b>
ESL Teacher <b>Kim Jacobs</b>	Guidance Counselor <b>Laurie Flannigan</b>
Teacher/Subject Area <b>Jeff Gabrielson/Third Grade</b>	Parent <b>Victoria Averbukh</b>
Teacher/Subject Area <b>Diana Smith/Kindergarten</b>	Parent Coordinator <b>Nina Velazquez</b>
Related Service Provider <b>Marie Sheehan</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>647</b>	Total number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>9.89%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE	3													3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>											

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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	57	0	4	6	0	4	0	0	0	63

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	57	0	4	6	0	4	0	0	0	63
Number of ELLs who have an alternate placement paraprofessional: 0										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	3	0	5	3								20
Chinese	0	1	0	0	0	1								2
Russian	10	8	3	0	6	2								29
Bengali	0	1	0	0	0	0								1
Urdu	0	0	0	0	0	0								0
Arabic	0	1	0	1	0	1								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	1	0	0	0	0	0								1
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	1	0								1
Other	2	2	1	0	0	2								7
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>7</b>	<b>1</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>64</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	5	1	1	5	2								27
Intermediate(I)	2	6	4	0	2	1								15
Advanced (A)	2	7	2	0	5	6								22
Total	17	18	7	1	12	9	0	0	0	0	0	0	0	64

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	2	0	2	1	1	2							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	6	1	0	1	1	0							
	A	3	3	1	3	3	3							
	P	1	7	6	4	2	1							
READING/ WRITING	B	3	0	1	1	1	2							
	I	4	4	2	2	1	1							
	A	4	2	2	3	5	2							
	P	1	5	5	3	0	1							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	0	0	7
4	3	3	0	0	6
5	2	3	0	0	5
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	4		3		1		0		8
4	4		2		1		0		7
5	4		0		3		0		7
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	1		1		5		0		7
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.  
 Our primary ESL teacher, administration, and coaches analyze the results of the NYSESLAT, ELA, Math, and Science assessments. The data is used to identify the strengths and weaknesses of each student. The ESL teachers, coaches, and the administrators articulate the ESL learners' needs to classroom teachers and recommendations made to the classroom teacher in order to help the students

accelerate language proficiency. In addition, our school program uses a leveled reading assessment across a reading band that includes a running record. The reading comprehension score is converted to a Fontas and Pinnell level. These assessment tools give a detailed picture of the child's early literacy skills and are recorded on the child's individual child's profile. We strongly believe that data drives instruction. These assessment tools allow the teaching staff to determine in which areas the student needs additional support. Listening, fluency, sight words, vocabulary, dictation, and writing skills are also assessed. Attempts and mastery are recorded. Our building uses the Foundations programs to foster phonemic awareness. Various probes are used to assess the needs of the students and the data is also carefully analyzed. Each classroom teacher administers a monthly Fontas and Pinnell reading assessment to their individual students that includes a running record, and retell with a comprehension rubric. Grades 2-5 are also being assessed using a web-based assessment that pinpoints individual student strength and weaknesses.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns reveal that the majority of students increase in their proficiency from year to year. Grade three, four and five students have either tested at an Intermediate or Advanced proficiency level based on the NYSESLAT with a few exceptions. Based on the results of the Lab-R, more students enter the school at a beginning language proficiency level. Based on the data of Spring 2013 NYSESLAT, our students have higher scores in the listening and speaking sections. The pattern shows that our students develop their reading and writing skills later. This is consistent with the academic research that children will acquire social language first. The data also shows an increase in students who scored at a proficient level. Last Spring, fifteen of our students scored at a proficient language level on all four modalities.

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 [AMAQ tool](#))

The modalities of listening/speaking will develop before the modalities of reading/writing in the majority of children. Based on our data, this has been proven true by the majority of our students over a three year period as their we track the improvements in their language proficiency levels. This pattern will be kept in mind as the instructional plan of the school is mapped. Short and long term planning are in place to ensure that the individual needs of students are addressed. There will be an increased emphasis on increasing students sight words and building content vocabulary especially domain specific vocabulary. The ESL teacher will concentrate on listening, reading, and writing comprehension. The modality of reading will be developed with an attention to the concepts of print, initial consonants/final consonants, and decoding. Specific reading strategies will be explicitly taught during Guided Reading and we will incorporate both narratives and informational texts in the program. Decisions about materials will be made based on needs and language proficiency of the learners in each specific group.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Based on the data, our students develop in the modalities of Speaking and Listening first. This occurs schoolwide. Last year, fifteen of our ELL students tested out with proficient scores. This included children in all grade levels. The average number of years is two or three years if they enter the building in Kindergarten. Each year the students improve a language proficiency level, sometimes two as evidenced by the NYSESLAT scores. As stated all assessments are given in English and not in Native Languages.

4b. Currently, our school leadership and staff have chosen not to administer the ELL Periodic Assessments as we have in the past.

4c. This year, we have chosen not to administer the Periodic Assessments. As stated throughout this document, our community of learners is not assessed in their native language due to the large number of languages represented and our program model of Freestanding English as a Second Language only. Native language is used daily to scaffold the language acquisition of our students. This scaffolding can be seen with peer partnerships, adults translators, and books or reference materials including the use of applications on a computer or cell phone such as ITranslate.

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](#).)

Based on the RTI Framework, we assess our children to pinpoint their strengths and weaknesses. After that an individual profile is

developed for each child that allows the classroom teacher to drive their instruction based on the data and the needs of the individual learner. The child is methodically monitored for progress and to see if the individual plan needs to be adjusted or altered in any manner. Administrators, ESL personnel and classroom teachers articulate to see if materials need to be changed.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all our students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. Within our RTI framework we consistently do gap analysis gauging the efficacy of our language acquisition techniques. Universal screening of our ELL students is done appropriately as we determine through drilldown analysis the level of movement that students have experienced towards mastery. Strong core instruction incorporates language acquisition across content areas, accessing background upon which new knowledge can be built, challenging students to problem solve and think in a high and complex manner, pushing the boundaries of accountable talk where the teacher takes on the role of facilitator so that students can take the lead in discussions. Targeted intervention is developed through the collection of formative and summative data as well as kid watching as to identify areas that are in need of more intense intervention and support. Progress is monitored closely and goals are assessed and evaluated based on comparable pools of data that are measured comparatively by peer grouping

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

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. Children work in instructional cycles. A classroom library is used to promote language development. An English Language Learner (ELL) lending library has been set up for use by the students and teachers. The library contains teaching resources as well as leveled books and varying genres. Visuals are used to scaffold the students with vocabulary development. An example of a visual includes items labeled in the classroom with the word and picture such as the calendar or the computer. Posters are displayed in the room that deal with social skills as well as academic information. Pictures are used in daily instruction. Posters and charts are created with the children and displayed for the students to refer to as needed. Bulletin boards are used for displaying children's work as well as learning centers. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). High level questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition based on the depth of knowledge. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content areas. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content areas.

Writing is an integral part of our program and is done on a daily basis. Short and long term pieces are produced. The student use their knowledge of word work, sentence structure, and conventions to create writing pieces. Prompt writing is folded into the program. These pieces follow the format of the ELA standardized test or the NYSESLAT to foster confidence. Longer pieces are thematic and are based on literature used in the ESL classroom. In both cases, the writing process is used is modeled and followed from Balanced Literacy. Monthly pieces are used for assessment purposes and these pieces drive future instruction.

Although, instruction is delivered in English, our students participate in different types of learning experiences that take into account their language proficiency as well as their preferred learning style. As mentioned additional projects based on the PBL methodology are designed to further support content knowledge using music, art, and technology. It was the children's choice to study the farm since many had never visited one. Content vocabulary development and scaffolding techniques are an integral part of the products produced.

In order to gain familiarity with the format of the NYSESLAT, we model and discuss each part. Students work with each other on simulated portions of the test. Areas of difficulty are identified and groups are formed to remediate students who need support in individual areas of the test. Through teacher modeling, students are walked through the process of how to formulate short and extended responses.

Similarly, the students are given a simulated practice ELA test. Weaknesses are identified and based on the results groups of students are formed. The schools Test Sophistication unit is used to further familiarize the students with the genre of test taking. Simulated tests

are given by the classroom teacher. The results are analyzed and the specific skills are addressed with the ESL teacher. Multiple data points are reviewed to get a clear portrait of the ELL learner and the information is used to provide the next steps of learning. The same procedure as above is used to provide practice for the ELA test

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

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

Our ESL coordinator and administrators carefully monitor the success of our ELL program from year to year and on a daily basis. The program is monitored by many different methods. The methods include careful data analysis of the NYSESLAT results including the results in each of the four modalities level. Using the RLAT report, careful analysis is done for each student over a three year period. Ongoing formative and summative assessments are administered to the ELL's . Our school community looks at NYSTP performance to evaluate the effectiveness of our program.

## 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. P.S. 81 uses the following identification process for the ELL population in our building. During the registration process, it is determined if the student is a new admission and from what country the student is from or whether he/she is a transfer from another school. If the student is determined to be a transfer, a test history report is accessed. This report provides the child's home language, LAB-R score, and all NYSESLAT data from previous years, as well as other pertinent testing data. If the child is a transfer, his/her entitlement is based on their previously administered LAB-R score or their previous years' NYSESLAT data. The score determines the number of units of ESL, the child will receive for that year.

If the student is a new admit, the following process is followed. At the time of a student's initial registration into the NYC Department of Education school system, the Home Language Identification Survey (HLIS) is administered in the parent's native language. If the HLIS indicates a language other than English, an informal interview is conducted with the student by a pedagogue (preferably the ESL teacher). If it is deemed from the HLIS and the interview that the child speaks a language other than English, then he/she is eligible for testing. At this point, a new admission slip generated by ATS and copy of the HLIS are given to the ESL teacher. The LAB-R is administered to all students who are new to the education system. After February 1, 2014, the LAB-R will be replaced by the NYSTEIL. The assessment is hand scored and based on the predetermined cut scores, the eligibility of the student is determined. The LAB-R can only be administered once in the child's life. This process is completed within the first ten days of the student's registration. A student whose native language is Spanish will be administered the Spanish LAB if he/she does not pass the LAB-R. The LAB-R will be brought to the assigned person on the designated day for collection to be brought to the scanning center. The parent is sent an initial entitlement letter that indicates whether the child is entitled or not for ESL and what program he/she has been provisionally placed in. It also informs the parent what the child's score was on the LAB-R .

In the first ten days of the child's admittance, a parent orientation is held if the child is considered an ELL based on the assessment. During the parent orientation, the ESL teacher shares with the parents the entire process for identifying students for services. The various program options are identified. At this time, the program survey and program selection form is completed by the parent. Students are placed in the appropriate group(s) depending on their level of language proficiency. The students are flagged in ATS for ESL and required English Language Learner Parent Choice screen (ELPC) is completed recording the parent's option. Based on the Lab-R cut scores, levels of language proficiency include beginning, intermediate, and advanced.

Each September, continued entitlement is determined. A student's continued entitlement is determined based upon the results of the previous spring. The school generates an RLAT report from ATS to determine the student's score. This report will determine which students attained the proficient level. Students who are not proficient will be placed in the appropriate ESL group based on language proficiency. Students, who have been identified as beginning or intermediate, will receive ESL services based on the mandated number of unit as per CR Part 154. Advanced students will receive ESL services based on the required number of units. The students with a proficient score are eligible for transitional services for a period of two years. The ESL teacher will still monitor his\her progress in the classroom. This group of students are placed in Academic Intervention Services (AIS) for further support. This support occurs during the day and in extended day programs offered in the building.

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.

There are structures in place to ensure that our parents understand all three program choices. In the first ten days, if the student is identified to be an English language Learner, a parent orientation is scheduled contingent on the time of the year, this could consist of a small group or one-to-one conferences. A folder is prepared for each parent. The contents of the folder include an agenda, the brochure by NYC DOE explaining the three programs, and the program selection form. The brochure on the three programs is given to the parent in English and also in the parent's native language. The program selection form and parent survey are included in English and the native language. During the parent orientation, a powerpoint is shown to the parents created by the ESL coordinator. The updated video created by the NYC Department of Education Office of English Language Learners explaining the three program options is shown in all pertinent languages. There are four computers set up in the classroom plus the laptops can be used for additional parents. A make-up session is scheduled for all parents unable to attend. A robo call is placed to the parents that do not have a parent option letter on file. Individual conferences are scheduled in order to explain the options. During these conferences, the program selection form is completed.

After the administration of the LAB-R, an initial entitlement letter is sent home with the student. The purpose of this letter is to let the parent know if the child is entitled to services or not. The letter also indicates in which program has provisionally placed. A copy of this letter is placed in the child's individual compliance folder as well as the returned signed tear off letter. All completed program selection letters are kept in the students' individual compliance folders. Records are kept of program selection forms and the parent choices. Based on the past and current parent program choices, we do not currently have a need for a Dual Language or Transitional Bilingual Education. The numbers are closely monitored by the administration and the ESL teachers particularly in contiguous grades. All of our current students are placed in a Freestanding English as a Second language program model. As previously explained, all important pertinent documents such as the HLIS and parent option forms are distributed in the child's native language. Translation is provided by school personnel and parent volunteers as necessary. Very often, our Russian population brings a friend with them for translation purposes. All procedures and criteria as outlined by the CR Part 154 are followed for identification purposes.

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

Immediately after school begins in September, an RLAT report is ran from ATS for all students. This report determines who has scored at the a Proficient level and those students that require continued entitlement. Based on these scores, two letters are completed by completing the letters generated from the NYC Department of Eduaction website on school letterhead. The two letters are the continued entitlement letter and proficiency letter stating that that the child is no longer in need of ELL services. Each of these letters has a parent tear off form that is returned to the ESL coordinator. The ESL coordinator collects all slips and stores them in the child's individual compliance folder. A complete duplicate set of the two letters are kept by the ESL coordinator. If the letter is not returned a second notice is sent home. If it is still not returned, a phone call is made to the parent. All completed letters are stored in the child's individual compliance folder.

After the completion of the LAB-R, an initial entitlement letter is sent home with the student. The purpose of this letter is to inform the parents know if the child is entitled to services of not. The letter also indicates in which of the three programs the child has provisionally been placed. A copy of this letter is placed in the child's individual complaine folder as well as the returned signed tear off. If it is not returned a second notice is sent home to the parent. Parent orientations are scheduled either in small groups or individual meeting depending on the time of the year. At these meetings, the program selection fom and program survey are

completed by the parent in either the native language of the parent or in English. These forms are not sent home to be completed, but completed in person in the school at the time of the orientation meeting. A copy of each form is made and placed in the child's individual compliance folder and the original is placed in the child's cumulative folder in the child's classroom.

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.

Currently, the Lab-R and starting in February 2014, the NYSTIELL will be used to identify students. After the administration of the LAB-R, an initial entitlement letter is sent home with the student. The purpose of this letter is to let the parent know if the child is entitled to services or not. The letter also indicates in which program has provisionally placed. A copy of this letter is placed in the child's individual compliance folder as well as the returned signed tear off letter. All completed program selection letters are kept in the students' individual compliance folders. Records are kept of program selection forms and the parent choices. Based on the past and current parent program choices, we do not currently have a need for a Dual Language or Transitional Bilingual Education. The numbers are closely monitored by the administration and the ESL teachers particularly in contiguous grades. All of our current students are placed in a Freestanding English as a Second language program model. As previously explained, all important pertinent documents such as the HLIS and parent option forms are distributed in the child's native language. Translation is provided by school personnel and parent volunteers as necessary. Very often, our Russian population brings a friend with them for translation purposes. All procedures and criteria as outlined by the CR Part 154 are followed for identification purposes.

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.

Before the administration the NYSESLAT each year, members of our administration and scoring team are identified by the testing coordinator and administration based on the latest regulations outlined by the state. A meeting is conducted by ESL coordinator and testing coordinator to review the administration procedures for each modality and specific grade band differences. An RLER report is obtained from ATS is ran to determine to double check all children. The ESL coordinator creates a master excel sheet that contains all of the students. There is a column for the name of the student, class, each modality area, and the name of the person administering that part. As each part is administered the date is entered and name of the person administering that particular part. If a student is Absent, the word ABSENT in Red is entered on the spreadsheet. After the part is administered the ABSENT is changed to the date, but it remains in Red to remind the team that the student was absent on the original administration date. The team can then go back again and try to administer that part on another day within the administration window. Another column is included to be checked when all four parts have been administered by the team.

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. 

Program choices are carefully monitored by the ESL teachers and the administration. After reviewing parent surveys each year, our parent population consistently opts for a Freestanding English as a Second Language program (push in or pull out model) as shown by the data shown below. The trend in our building is a Free Standing ESL program (push in and pull out model)

	2007-2008	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Bilingual	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0
Free Standing ESL	18	30	26	19	20	23

Since we do not have the other program models, it is explained to the parents that if this is their choice we would be very happy to find a seat for their child in another NYC school that offers their desired first choice. Our parents do not want the other program choices and do not want to leave our building.

Yes, program models offered by this building are aligned with parent requests. This based on the data that has been recorded in the past six years as evidenced above.

## 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])?
    - 1 a We currently have a Freestanding English as a Second Language (ESL) pull out and push in program that services sixty-four children. We service kindergarten through fifth grade. Each of the program models (pull out and push in) follows the Common Core Learning Standards. We currently have two ESL teachers. This year, one teacher is targeting grades K with a push in model and grades 3,4,5 with a pull out model. Our other teacher is using a push out model to target grades 1 and 2. Groups are formed based on grade level and language proficiency level.
    - 1 b. As stated previously, we use a push in and pull out model as outlined by CR Part 154. The children are seen in heterogeneous (mixed proficiency level) graded groups. Students that are identified to be beginners or intermediate are seen a second time with the grade level preceding them. For example, a first grader that is a beginner or intermediate is seen with a First Grade group and a Kindergarten group
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)?

Our ESL teachers, data coach, and administrators analyze all relevant data. Our two ESL teachers collaborate with the administration and outline their schedule to ensure that all students receive the mandated time of instruction. Beginning and intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of ESL instruction per week. Our Free Standing ESL Program adheres to the mandates of the New York State CR Part 154. This requires students who are at the beginning level to receive 360 minutes of instruction. The intermediate students also receive 360 minutes a week and the advanced students receive 180 minutes a week. Strict guidelines are followed to align the instruction with Common Core Standards. Peer conversations are skillfully folded into the instructional model to support students who are new to the program. Peer translation and the use of bilingual resources such as dictionaries to support students understanding are readily available. Native language partnerships are part of the organizational environment. Books in students' native language are also available. Students are encouraged to share their books with their peers.

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL program. The four modalities of listening, speaking, reading,

and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. Children work in instructional cycles. A classroom library is used to promote language development. An English Language Learner (ELL) lending library has been set up for use by the students and teachers. The library contains teaching resources as well as leveled books and varying genres. Visuals are used to scaffold the students with vocabulary development. An example of a visual includes items labeled in the classroom with the word and picture such as the calendar or the computer. Posters are displayed in the room that deal with social skills as well as academic information. Pictures are used in daily instruction. Posters and charts are created with the children and displayed for the students to refer to as needed. Bulletin boards are used for displaying children's work as well as learning centers. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). High level questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content area. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content areas.

Writing is an integral part of our program and is done on a daily basis. Short and long term pieces are produced. The student use their knowledge of word work, sentence structure, and conventions to create writing pieces. Prompt writing is folded into the program. These pieces follow the format of the ELA standardized test or the NYSESLAT to foster confidence. Longer pieces are thematic and are based on literature used in the ESL classroom. In both cases, the writing process is used is modeled and followed from Balanced Literacy. Monthly pieces are used for assessment purposes and these pieces drive future instruction.

Although, instruction is delivered in English, our students participate in different types of learning experiences that take into account their language proficiency as well as their preferred learning style. As mentioned additional projects based on the PBL methodology are designed to further support content knowledge using music, art, and technology. Content vocabulary development and scaffolding techniques are an integral part of the products produced.

In order to gain familiarity with the format of the NYSESLAT, we model and discuss each part. Students work with each other on simulated portions of the test. Areas of difficulty are identified and groups are formed to remediate students who need support in individual areas of the test. Through teacher modeling, students are walked through the process of how to formulate short and extended responses.

Similarly, the students are given a simulated practice ELA test. Weaknesses are identified and based on the results groups of students are formed. The schools Test Sophistication unit is used to further familiarize the students with the genre of test taking. Simulated tests are given by the classroom teacher. The results are analyzed and the specific skills are addressed with the ESL teacher. Multiple data points are reviewed to get a clear portrait of the ELL learner and the information is used to provide the next steps of learning. The same procedure as above is used to provide practice for the ELA test

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.

The content areas of Mathematics, Science, and Social Studies are interwoven throughout the school day and in the Freestanding ESL model. Students receive direct instruction in ESL how to read informational texts with domain specific vocabulary that will compact their ability to be able to read these texts during Social and Science instruction. All students receive state mandated periods of science instruction. In addition, the Science Specialist facilitates small group instruction and or individual instruction in the science lab. Classroom teachers differentiate goals and projects for students based on a variety of assessments. Grade four receives two periods of science during our second semester. Social Studies instruction emphasizes Project Based Learning. Through this model the classroom teacher is able to differentiate instruction and goals based on students needs. Flexible small group and one to one intervention is provided. Support in Social Studies is provided through content area literacy during the literacy block. Students learn strategies for reading nonfiction content reading and writing document-based Essays.

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

Seventeen languages are represented in our school. Due to the large number of language groups represented by our students, it is too difficult to use assessments in the native languages represented. Although, all instruction is delivered in English, the

implementation of Project Based Learning amplifies their content learning and domain specific vocabulary development. Students are not evaluated in their native language due to the fact we use a freestanding as Second Language model. The students are evaluated yearly using the NYSESLAT that is in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Lessons are designed and implemented on a daily basis for each of the modalities. Teacher designed tasks are given to the student to assess their progress in each of the four modalities. The tasks are representative of the tasks that they will be encounter on the NYSESLAT.
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).

Each of the ELL subgroups has very unique needs for their academic success. The subgroups include the SIFE students, newcomers, students that have been in this country for 4-6 years, and the long term student greater than 6 years. We do not currently have any SIFE students or long term students greater than 6 years. In order for each of these subgroups to succeed their instruction must be differentiated. For the newcomers will utilize visual, picture, and kinesthetic support. Role playing and dramatics is vital for this subgroup. The students who have been here for four to six years will need to be targeted for small group intervention to bring them to the next level of their second language acquisition. Each of the students will need short term goals which will be assessed constantly. At this point, the student will receive remediation if the concept is not mastered. The ESL program follows the Balanced Literacy Model using all of the components including Read Alouds, Shared Reading, Guided Reading, Word Work, and Writer's Workshop. Reading Comprehension skills are emphasized. All ELL's would have access to the ELL Lending Library that has been set up in the ESL room including math and reference books.

6a. Currently we have no SIFE students. However, we have outlined a course of action to address future needs. Students needs and placement will be determined by the HLIS. Students will be placed in the setting that is relevant to their age and needs. SIFE students will be paired with students (peer partnerships) who speak their native language. Students will participate in the extended day program (Morning Tutoring), after school program and/or Saturday program. The SIFE students will attend all appropriate Title III services including PBL cycles. In addition, students will be provided ongoing support from the Guidance Counselor and possible support from our School Based Support Team (SBST). Parents will be provided the same orientation as is outlined for all ELL students. These students will need intervention services besides language support.

6b. While research suggests that students acquire language within four to seven years of English instruction, under NCLB guidelines, it is expected that they take standardized tests. Therefore, in order to prepare the students whose language is other than English to take standardized test we must be following this process. Following the balanced literacy model, students are immersed in Read Alouds of all genres and provided opprotunites to have peer conversations about what they read. In addition, guided small group instruction is provided. The guided groups are strategy based and focus on helping student gain comprehension and meaning from what they read. Particular attevntion is given to increasing students' fluency so they gain meaning from reading a text. Instruction is also given to the students around mechanics, word work, and paying attention to punctuation as they are reading. Using the content areas of Social Studies and Science, using the writing process there is a focus on prompt writing. Answers are modeled for the students and the student is guided through the process of answering a prompt correctly and concisely. Writing over extended periods of time is practiced. Students complete writing units and have peer celebrations. These practices help to build confidence in themselves and in their work. After interviewing and assessing the children to find out their level of language proficiency, an instructional plan is developed. The ESL standards are used to decide on specific performance indicators. Materials and resources are matched to the needs of the students. The materials address the areas of grammar, basic sentence structure, reading comprehension, syntax and semantics of the English language. The students are encouraged to speak, listen, read, and write on a daily basis.

In order to gain familiarity with the format of the NYSESLAT, we model and discuss each part. Students work with each other on simulated portions of the test. Areas of difficulty are identified and groups are formed to remediate students who need support in individual areas of the test. Through teacher modeling, students are walked through the process of how to formulate short and extended responses.

Similarly, the students are given a simulated practice ELA test. Weaknesses are identified and based on the results groups of students are formed. The schools Test Sophistication unit is used to further familiarize the students with the genre of test taking. Simulated tests are given by the classroom teacher. The results are analyzed and the specific skills are addressed with the ESL teacher. Multiple data points are reviewed to get a clear portrait of the ELL learner and the information is used to provide the next steps of learning. The same

proceduare as above is used to provide practice for the ELA test

6c. The plan for ELLs receiving service for 4 to 6 years is to offer continued support during the extended day programs taking place in the morning or afterschool. Based on the data, all of the students except for one in this category are functioning on an intermediate or advanced language proficiency level. Based on the results of the NYSESLAT, the majority of these students have a weakness in the modalities of reading and/or writing. There is an emphasis on the modality of Writing according to the CCLS (Common Core Learning Standards). These students will build upon their knowledge of the English language in order to participate in more difficult activities. The students are scaffolded with explicit teaching in the identified 'area of weakness. The students are continually assessed and remediation is given as needed on a group and individual basis. The instructional approach for these students includes an emphasis on reading comprehension, critical thinking, writing skills including focus, supporting details, and mechanics. During small group instruction (before, during, and after school), these students are exposed to the various NYS assessments. The structures and types of questions are engaged in a test sophistication unit with the teacher. These students will be encouraged to speak, read and write in English. Students who exhibit behavioral problems will be referred to our Instructional Support Team (IST). The team brainstorms and outlines targeted actions and specific strategies to help support these struggling students in the classroom and during ESL. Students' needs are addressed through supplementary classes in small group settings facilitated by teachers trained in ESL methodology.

6d. We do not currently have any students in the category of long term ELL completed 6 years. Based on our data, the students have either reached a proficient level of their second language acquisition or have graduated. However, we target academic intervention to any student who falls under this category for a minimum of two years. Academic Intervention Services would continue until the student is on grade level as evidenced by the New York State assessments in ELA and Math. They continue to participate in all programs that are being offered for ELL's. However, we strategically assess their needs and the prior targeted actions that they have been receiving. These actions will be modified to ensure success for the future.

6e. Our plan for our former ELL's could possibly include two distinctive types of student. One group is the ELL-SWD's that has been part of the recently approved ELAND Procedure and is considered a former ELL and the ELL that scored proficient in the last two years. The ELAND documentation is kept by ESL coordinator and the School Psychologist. These students are also on the ESL list in a separate section that is distributed to administrators, ESL teachers, testing coordinator, and other necessary personnel. They are given all the necessary modifications required by their IEP. The students that have scored a Proficient on the NYSESLAT are carefully monitored by the school administrators and Academic Service Teachers to see if the individual child needs more support. Classroom teachers are given a list of students that have tested out in the last two every year. The entire school team makes sure these students are given the required testing modification extended location for the period of two years that is required.

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?

The students in this category (ELL-SWD's) need to have their unique needs met. These students would be supported based on their individual language needs. Constant communication between all teachers working with the children in this group is a primary concern. Lessons would be designed and implemented based on specific learning styles of the students. Appropriate learning and resource materials would be used. Visuals such as pictures, charts, and graphic organizers are used to scaffold the child's learning. Students will be exposed to complex texts and provided direct instruction with these texts. There are many opportunities throughout the day for speaking and listening practice. Students are supported through small group and individual instruction. Use of technology and centers would be used to support these learners. This category of students would be included in projects and all intervention programs. They would be exposed to all types of genres including nonfiction. Picture books would be used to support content knowledge and there are lots of storytelling opportunities provided in the classroom. Programs such as Wilson are used in the classroom and Award Reading in the ESL room.

The diverse needs of ELL-SWD are always considered and these students are placed in the least restrictive environment. In order to do this, the administration and the teachers communicate regarding curriculum materials, instruction, and scheduling. They are included in various programs such as the afterschool program and the Friday morning Program conducted in grade cycles. We follow the RTI model and this year we will be implementing iReady which is a NYS certified web-based RTI program. In addition, ELL-SWD's are integrated in every facet of the school life. Examples include Science Exposition, author celebrations, trips, performances, and special events..

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?

The diverse needs of ELL-SWD are always considered and these students are placed in the least restrictive environment. In order

to do this, the administration and the teachers communicate regarding curriculum materials, instruction, and scheduling. They are included in various programs such as the afterschool program and the Friday morning Program conducted in grade cycles. The IEP goals of the individual student is always considered when making instructional decisions. The ESL teachers attends all IEP meetings of students that are in the ESL program. These students are taken with groups that provide the most restrictive environment for them. During NYSESLAT administration, all testing modifications stated on their IEP are strictly adhered to. Individual instruction is provided to these students as necessary.

**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

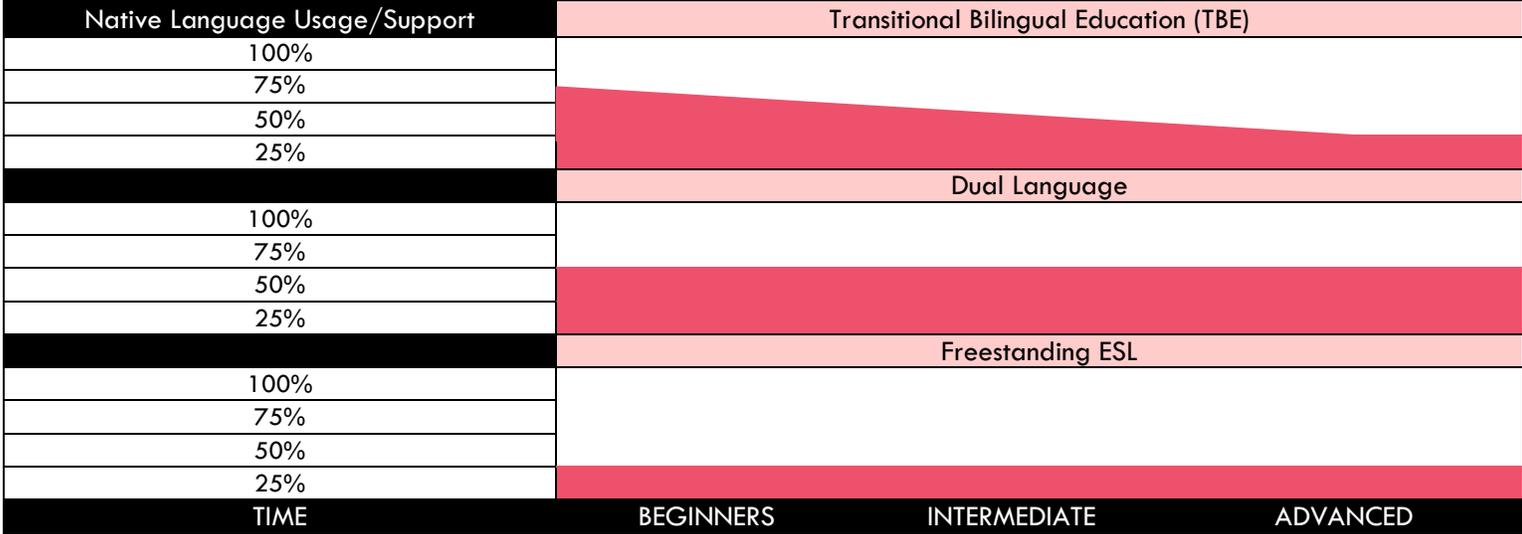
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.

As previously described, our building has many intervention programs designed to target ELL's for them to succeed in ELA, Mathematics, and the content areas. Using the various assessment scores that include the NYSESLAT, New York State ELA, Mathematics and the predictive assessments. As a staff, we will be targeting the students that scored an Intermediate and Advanced on the NYSESLAT. These students fall into two subgroups, which includes newcomers (2-3 years in the system) and ELL's that have completed four to six years. These students will be targeted because of the CCLS and all required assessments. These same students will be targeted for units on test sophistication which has been deemed necessary based on last year's ELA and Math data.

List of Services: Morning Tutoring, Afterschool programs, Saturday Morning Test Sophistication

The ELL's in these target subgroups attend these three intervention programs that are designed for ELA and Mathematics. Content area texts are woven into our curriculum design. The programs are designed to scaffold the student's language development, improve reading comprehension strategies, and improve students writing content and conventions. Technology intervention programs such as iReady are used for ELL's in our afterschool program. Mathematics instruction consists of computational skills and problem solving skills to foster the skills of the students in these two ELL subgroups. Targeted interventions for Science and Social Studies occur in the classroom. The ESL coordinator models for classroom teachers to ensure rigorous instruction. The coordinator models, supports, differentiates with the classroom teacher to design and implement tasks for the ELL. A cooperative learning environment is fostered with the use of the native language partnerships during the content areas of Social Studies and Science. Primary sources that are leveled (using Fontas and Pinell levels) are used and students are instructed in the process of completing a document based question during Social Studies. In the content area of Science, interventions will take place during hands on activities that are designed for language development and observation skills. Native language partners are tutors during the instruction to help with second language acquisition. All of these interventions are designed and implemented to endure rigorous instruction and intervention to move these targeted students to the next level and are offered in English.

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

The programs are designed to scaffold the student's language development, improve reading comprehension strategies, and improve students writing content and conventions. Mathematics instruction consists of computational skills and problem solving skills to foster the skills of the students for the ELL subgroup. Native language partners are tutors during the instruction to help with second language acquisition. All of these interventions are designed and implemented to endure rigorous instruction and intervention to move these targeted students to the next level and are offered in English. Science is taught by introducing concepts and using hands on experiments and demonstrations that include a literacy component. Social Studies is taught through a project based methodology. Students interests and learning styles are considered to use various entry points for projects. There is an emphasis on vocabulary development whether content or domain specific. We will also focus on cognates, prefixes, and suffixes to improve the understanding of words as students read various types of texts required by CCLS.

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

As a community, we have decided not to add any new programs, but all offered programs will be improved. All programs will be designed and implemented to accelerate the learning of the bottom one third of our Grade 3-5 population which includes the subgroup of the ELL's. The programs will be designed with Literacy and Mathematics as the two focus areas.

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

At this time, none of our programs will 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.

Our ELL's are an integral part of the school community and are included in all programs. These programs include residencies, trips, festivals, and performances. There are many classroom and school-wide celebrations that include parties, writing celebrations, book fairs, assemblies, and the Science Exposition. Parents of ELL's have access to translators during Parent Teachers Conferences and as needed to communicate with pedagogues and staff members. These programs include residencies, class trips, festivals, and

performances.. Other types of programs in our school community include extended day morning tutoring, afterschool intervention programs, and the drama production. The drama production is open to all students including ELL's. The production is run by our Parent's Association. Letters are sent home to the parents inviting the children to participate in these programs. Our parent coordinator reaches out to the parents and the staff answers questions that arise. ELL's are always an integral part of the show.

The afterschool program for the ELL's is funded by the supplemental Title III money and Tax Levy funding. The money is used to provide a web based response to intervention called iReady. The program is designed to assess and provide direct instruction for the student's needs. The goal of the afterschool program is to have the children progress to the next language proficiency level and be able to perform at a proficient level on standardized assessments.

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

The content areas are addressed in our organizational models using a variety of systems, structures, and resources. In the content area of Social Studies, we work closely with the classroom teacher in aligning the ELL work with our Social Studies units and CCLS. Therefore, opportunities are provided to ELL's from newcomer to long term ELL to converse about topics and work on special projects. In the content area of Science, ELL's follow the NYC DOE Scope and Sequence and our focus on hands-on experimental learning. Students are exposed to inquiry and all ELL's participate in the school wide annual Science Exposition. In the content area of Mathematics, the school follows the standards of the CCLS and uses the program GO Math. In addition, all ELL's participate in the arts through our various residency programs and with our Art teacher. Technology is woven into our school culture. Our ELL's have equal access to these resources. Every classroom has a computer center and many classrooms have smartboards that are used on a daily basis to provide an interactive learning environment. Each floor of the building has a cart of laptops that can be used for classroom purposes.

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. Children work in instructional cycles. A classroom library is used to promote language development. An English Language Learner (ELL) lending library has been set up for use by the students and teachers. The library contains teaching resources as well as leveled books and varying genres. Visuals are used to scaffold the students with vocabulary development. An example of a visual includes items labeled in the classroom with the word and picture such as the calendar or the computer. Posters are displayed in the room that deal with social skills as well as academic information. Pictures are used in daily instruction. Posters and charts are created with the children and displayed for the students to refer to as needed. Bulletin boards are used for displaying children's work as well as learning centers. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). High level questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content area. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content areas.

Writing is an integral part of our program and is done on a daily basis. Short and long term pieces are produced. The student use their knowledge of word work, sentence structure, and conventions to create writing pieces. Prompt writing is folded into the program. These pieces follow the format of the ELA standardized test or the NYSESLAT to foster confidence. Longer pieces are thematic and are based on literature used in the ESL classroom. In both cases, the writing process is used is modeled and followed from Balanced Literacy. Monthly pieces are used for assessment purposes and these pieces drive future instruction.

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

The only native language support provided is the use of peers with the same native language and reference materials. Our building has too many language groups represented. We currently have seventeen languages represented in our building and the number is constantly changing. The ESL teachers and the entire school faculty and staff are extremely sensitive to the native language benefits for all ELL's at all proficiency levels. Our classrooms have native language materials. In the ESL class Glossaries and dictionaries in the native language are available for all ELL's and students are encouraged to use them to support their learning. Since our only program model is ESL, we pair students to form partnerships for academic purposes and emotional needs of the child. Parents of ELL student are encouraged to be active participants and bilingual parents are enlisted to support the transition of newly arrived ELL's and their families. Many members of our staff are fluent in many different languages. Some of the languages they speak are Hebrew, Russian, Spanish, Arabic, Albanian, Italian, and Greek. These staff members serve

as interpreters for parents and students. In addition, they are often enlisted to support and comfort the emotional needs of students when they require support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Support and resources are tailored to meet the needs of ELL's developmental ages and grade levels. The required services support the ELL's ages and grade levels. The services provided by the school meet the needs of our children. As stated earlier, the students are grouped based on grade level and language proficiency. Resources are tailored to meet the needs of the ELL's ages and grade levels. Materials used by the classroom teachers and the ESL teachers are age appropriate.
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.  
In our building, before the beginning of the year all Kindergarten parents are invited to Kindergarten orientation. During Kindergarten screening, the ESL coordinator is present to assist children and their parents with the process. Our parent coordinator reaches out to provide services as needed. As students are registered in the building throughout the school year, the ESL coordinator meets the parents and explains the identification process.
18. What language electives are offered to ELLs?  
At this time, the only language elective being offered in the building is one program for Kindergarten students. All Kindergartens students including the ELL's are being immersed in the Korean language for one forty-five minute per week per class. They are learning greetings, songs, numbers, and how to write Korean letters.
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)?

Paste response to questions here:

### 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. Currently, the two ESL teachers collaborate on a daily basis. One of the ESL attends meetings and appropriate conferences and turn keys the information to the other teacher. Teachers attend webinars related to current topics such as CCLS, Text Complexity, Vocabulary Development. there is ongoing professional developmet in the building that is attended.
  2. Common Core Learning Starndards are very rigorous. Our teachers including ESL teachers particpate in ongoing professional development at faculty conferences, attending grade meetings, lab sites, participating in study groups. Topics of professional development include ongoing RTI measures and differentiation in our various curriculum materials such as our GO Math program. We discuss how we can specially differentiate for the subgroup for the ELL's.
  3. Collaboration between the ESL teacher and classroom teacher is vital in helping the student transition to the Middle School. Information about the student is provided to the Middle School as needed. In addition, our school guidance counselor "outreaches" to ELL parents and often 1:1 sessions are held with parents to explain/inform about Middle School decisions.
  4. As per the regulations of Jose P. all teachers are provided 7.5 hours of professional development. Using Title III funding, the professional development will take place on Friday mornings. The professional development will center around the Walqui model. The premise of this model is the scaffolding Strategies necessary to teach ELL's These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition.

## D. Parental Involvement

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

1. Parents are informed about translation services and their rights to have an adult translator if desired. Letters are sent home prior to Parent Teacher conferences asking the parents if they will be needing a translator. A cadre of translators are available in the school to translate during meetings and conferences. Using a translation services allocation, we also access phone translations from the DOE provided list of providers.

The Parent Coordinator conducts workshops and makes certain that ELL parents are partnered with bilingual parents. We have bilingual parent volunteers who communicate all information to assist parents new to the educational system. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high and we ensure that interpreters are available for our ELL parents. Parents are actively involved in life of our school. They are participants in the following organizations:

School Leadership Team  
Safety Committee.  
Parent Association

2. Our guidance counselor provides support to parents and provide outreach programs to support the family acclimation into the school. The guidance counselor and School Based Support Team provide information and network with parents and neighborhood services that address mental health as well as community based organization such as after school programs. We refer parents that are interested in learning English or improving their English to Westchester Community College Adult Education Center. In addition, we provide families with a list of Community Based Organizations which provide extracurricular activities such as soccer, softball, arts, and dance. We work closely with organizations such as the Riverdale Y, Tennis Club of Riverdale, and Riverdale Neighborhood House.

3. Meetings conducted by ESL teachers assess parents' needs. The Parent coordinator supports ELL families transition to our school. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. All relevant information is shared with the parents. Power Point presentation during Parent Teachers informs parents of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of Power Point. The ESL teacher provide an overview of the program and informs parents of assessment tools. These meetings provides the ESL teachers the information that outlines the needs of each family. Evenings and/or day workshops are held which identify strategies that parents might use to help promote student language acquisition and proficiency. Reading/retelling/storytelling through pictures, are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are provided and highly encouraged. The results from the Learning Environment Survey are also used to assess the needs of the ELL parents.

4. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. The ESL teacher meets with parents in September, November, March on an as needed basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate whenever feasible with non- English speaking parents in their home language. Pertinent information is also placed on the Parent Association website. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Translation services for parents are available at PA meetings and open school conferences. Availability of translation services for formalized parent meetings is made clear. Multicultural celebrations through music and art programs are an ongoing practice of our school community. All parent subgroups are invited to be part of the principal liason committee. Parents are made aware of all neighborhood activities such as baseball and soccer. Evening workshops are held by our literacy and math coaches. These help to familiarize parents with curricula content as well as provide testing information.

**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: <u>The Robert J. Christen School</u>		School DBN: <u>10x081</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Kirrane	Principal		11/15/13
Rebecca Rodriguez	Assistant Principal		11/15/13
Nina Velazquez	Parent Coordinator		11/15/13
Kim Jacobs	ESL Teacher		11/15/13
Victoria Averbukh	Parent		11/15/13
Jeff Gabrielson/Third Grade	Teacher/Subject Area		11/15/13
Diana Smith/Kindergarten	Teacher/Subject Area		11/15/13
Phyllis Beinstein	Coach		11/15/13
Liz D' Ambrosio	Coach		11/15/13
Laurie Flannigan	Guidance Counselor		11/15/13
	Network Leader		
Marie Sheehan	Other <u>Related Services</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: 10X081 School Name: PS81, The Robert J Christen School

Cluster: 571 Network: Teaching Matters

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

### **Part A: Needs Assessment Findings**

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

- Parents interviewed as students are registered in kindergarten and upper grades
- Surveys
- Outreach by Parent Coordinator
- Information gathered by teachers as well as support staff

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.

- Chancellor's Regulations A663 (Translations) were shared and discussed with the SLT, the Parents' Association and the school staff
- Majority of needs encompass Spanish and Russian translation
- Small percentage of a great variety of other findings reported to staff during faculty meetings, Parent Coordinator
- Information reported to community, at Principal Liaison meeting. Parent Association meeting and through Parent Association Magazine.

## Part B: Strategies and Activities

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

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals and members of the School Leadership Team address these needs. The school administration and Parent Coordinator identify parents who are newly arrived immigrants and parents who require assistance with translation. These parents are networked with support members from our staff and our Parents' Association. Buddy systems are created to support these parents. At parents' meetings, parent volunteers translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff also translate at Parent Teacher Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2013-2014 School Safety Plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. Reading, retelling and storytelling through pictures are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are encouraged. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. The NYCDOE online video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. The video is available in many languages. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Parent letters are sent home three times per year. The first provides an explanation as to why their children are in ESL and the following letters provide the parent with progress reports.

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>.

Parents are informed about translation services, school personnel translators and their rights to choose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences. Phone translations services are made available to parents at Parent Teacher Conferences.



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

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

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

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

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

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

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

Part A: School Information	
Name of School: The Robert J. Christen School	DBN: 10x081
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale is to support the ongoing development of our ELL students in the acquisition of language development. Grades Three and Five English Language Learners will be invited to participate in an afterschool instructional program. There will be a total of 33 sessions for the students involved. The program will be taught by two certified ESL teachers. The instruction will revolve around building general vocabulary as well as content specific vocabulary. There will be an emphasis on scaffolding reading comprehension with complex texts. Problem solving strategies and the language of word problems will be reviewed and modeled. Materials to be used include an assortment of instructional books, fiction and nonfiction books, The Imagine Program, and the inclusion of the Vocabulary Program called Discussions4Learning. The language of instruction is English.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development will take place every Wednesday for a period of five weeks after school from 2:35-3:35. The sessions will be facilitated by the Literacy Coach and supported by the ESL Coordinator. Professional Development will focus on building literacy in the content areas. A second objective is to focus on building vocabulary and including vocabulary development in the classroom. The goal is to identify proper scaffolds for these students so they will be successful with the rigorous common core aligned curriculum. The second goal is to provide rigorous instruction coupled with scaffolds necessary to have ELL's achieve at high levels (equal to, if not greater than, monolingual students). The professional text, Scaffolding Language Scaffolding Learning Second Edition by Pauline Gibbons will be used as a springboard for conversation.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELL students will be invited to attend four parent workshops to help support their children and improve academic achievement. One certified ESL teacher will provide one and a half hour parent workshops. Parents will be notified by letters sent home with the children. In addition, reminders will be sent out to the ELL parents participating in the Class Messenger system used by the ESL teacher/coordinator. The parent coordinator will additionally share a variety of resources that are available to the families of ELL's. Parent volunteers and/or the NYC DOE translation department will be utilized to translate invitations/flyers for our ELL population, in their native languages, based on the parent's preferred choice of spoken and written language. Parent volunteers and staff members will be available to translate at parent workshops.

Examples of Agenda Topics Include:

Supporting Your Children Outside of School and the Types of Resources Available in New York City such as the Library (Children's librarian will be invited in as a guest speaker to speak to the parents)

Supporting English Language Learners With Assessments

Using Technology and Technology Skills With Your Children To Support their Learning (Award, Imagine and other educational websites)

Promoting Adult Literacy to Support our English Language Learners

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	Direct Instruction Per Session  Professional Development Per Session  Parent Engagement Per Session

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$ 1,378 \$255.57 \$255.57	Discussions4Learning  The Ready New York CCLS English Language Arts (Grades 3 and 5)  The Ready Writing (Grades 3 and 5)
Educational Software (Object Code 199)	\$2,250	Imagine Licenses 15 licenses @\$150.00
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$8267.14</b>	_____