Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*): **11X087**

School Name: **P.S. 87**

Principal: **DONNA ANAMAN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 87 School Number (DBN): 11x087

School Level: Elementary Grades Served: K-5

School Address: 1935 Bussing Avenue, Bronx NY 10466

Phone Number: 718-324-5188 Fax: 718-325-1148

School Contact Person: Donna Anaman Email Address: DAnaman@schools.nyc.gov

Principal: Donna Anaman

UFT Chapter Leader: Antonio Jacobs

Parents' Association President: Glorethia Washington

School Leadership Team Chairperson: Donna Anaman

Student Representative(s):

District Information

District: 11 Superintendent: Maria Lopez

Superintendent's Office Address: 1250 Arnow Avenue, Bronx NY 10469

Superintendent's Email Address: MLopez9@schools.nyc.gov

Phone Number: 718-519-2620 Fax: 718 325 1148

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll

Network Number: CFN 108 Network Leader: Lisa Pilaski

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)
Donna Anaman	*Principal or Designee	
Antonio Jacobs	*UFT Chapter Leader or Designee	
Glorethia Washington	*PA/PTA President or Designated Co-President	
Susan Occhuito	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Patsy Quashie	Member/Assistant Principal	
Jaime Carbonaro	Member/ Teacher	
Carla Shirley	Member/Teacher	
Colville Webb	Member/ Title 1 Chairperson	
Natasha Howell	Member/Parent	
Emely Pacheco	Member/PTA Treasurer	
Monique DeCamry	Member/ Parent	
Nadya Dunkley	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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

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

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

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

The Six Elements of the Capacity Framework
• **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.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

- 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.

P. S. 87

Proudly nestled in the Northeast Bronx among well-maintained one and two family homes, the P. S. 87 family reflects the hopes and dreams of its Caribbean immigrant community. Bordered by Mt. Vernon on the north and Yonkers on the west, P. S. 87 blends the calm of the suburbs with the excitement of the city, with all of New York City's cultural riches a bus ride away.

OUR MISSION

- To provide each student with an academically rigorous curriculum that provides opportunities for growth and instruction that develops the skills and strategies to become critical thinkers and problem solvers.
- To provide students with numerous and varied opportunities to develop a love of reading, mathematics, the arts, the study of science, and social studies.
- To provide opportunities to gain an understanding of themselves, their social and emotional growth and the complex world in which they live.

OUR COMMUNITY

Strengths

We are a vibrant community of first and second -generation immigrants eager to grasp all that this new home offers. The majority of our families hail from the English Speaking Caribbean. Also represented are families from other cultures such as Central America, Pakistan, Guyana, and Africa. Many of our parents and grandparents were educated on the island of Jamaica, bringing with them a rich traditional British education. This tradition nurtures a healthy respect for education and strong work ethic. Our parents are very responsive to and are supportive of the school's high expectations for academic excellence and good citizenship.

Challenges

New arrivals from the English speaking Caribbean (12.4%) produce a subgroup of students who are challenged by a change of culture. Success in literacy is bound with a familiarity with cultural cues and subtleties barely noticed by the generational resident, but obscure to the recent immigrant. Schema, (background knowledge), historical and popular culture, are crucial in reading comprehension and both narrative and informational writing. In many instances, although our students speak English, they lack the experiential vocabulary and distinct Americanisms that much of our formal education system requires. Essentially, American English is a second dialect for our students. Additionally, our students may have experienced "interrupted formal schooling" but are not able to access ESL services because their Home Language Surveys indicate that "English" is spoken at home.

Philosophy

The administration and faculty of P. S. 87 devotes energies and resources to provide students with a quality education utilizing best practices, quality materials, as well as scientifically proven programs and methods. Our goal is to prepare our students to meet the challenges of a world that is constantly changing. Our expectation is a classroom where all students achieve high academic standards based on targeted, differentiated instruction. Students work in our technology and science labs and in our music room where they learn to play the keyboard beginning in kindergarten, recorders in third grade and violin, viola, cello and bass in fourth and fifth grade.

Academics

P.S. 87 implements a Common Core aligned curriculum in English Language Arts and Math. Teacher Teams meet weekly to review lessons and make adjustments when necessary to the curriculum based on student data. Struggling students are also provided with Academic Interventions during the school day and after school to support them in meeting standards. Our ELA and math curriculums are supported by our Social Studies and Science curriculums. Students also receive instruction in our designated science lab, music and art rooms and gymnasium. Our school wide Science Fair brings teachers and parents together each year as they conduct experiments using the scientific method. All teachers use SMART boards to deliver inter-disciplinary lessons while students have their own laptops that provide differentiated instruction to meet the needs of all learners. Teacher Teams use Google docs as a school wide collaboration tool for lesson and unit planning.

Social Emotional Learning

Emotional intelligence, which is the ability to manage the emotion of one's self in a healthy and productive manner, is as much an indicator of personal success as is intellectual quotient. Social skills are stressed through our Positive Behavior Intervention System (PBIS) in an attempt to make our students aware that we are an inter-connected community and, therefore, have a responsibility to respect ourselves, our community and the world in which we live.

Strategic Collaborations and Initiatives

In recognition of one of P. S. 87's primary challenges, providing multiple entry points in American culture and needed background knowledge, we have established several collaborations with New York cultural institutions. Learning does not only occur within the walls of the school building. P.S. 87's "*Going Somewhere"* program enables teachers to take advantage of the many cultural institutions in New York City to expand the curriculum and expose students to rich learning outside the classroom walls. This year our school is collaborating with the Asia Society.

Taking full advantage of the school track designed by former students and located in our Community Park built as part of Mayor Bloomberg's Plan NYC initiative and the Trust for Public Land, P.S. 87 partners with the New York Road Runners Foundation and participates in competitive track events around the City.

Two second grade classes partner with the Bronx Botanical Gardens and Trust for Public Lands to create a community garden in our playground. Students receive "hands on" instruction in the garden with a Garden Educator and classroom teachers make connections to the Science and Social Studies curriculum in the classroom.

The hallways of P.S. 87 are adorned with work by students in K-5 through a partnership in the visual arts with Studio in a School.

The vision of extending our music program to include an orchestra was realized this year through collaboration with Education Through Music. Students in Grades 4 and 5 learn to play the violin, viola, cello and bass.

This year is the second year of our dance collaboration with Music for Many. First and second grade students participate in dance culminating in a performance for parents. These performances are connected with a trip to see a Broadway production.

Students in the 2014-2015 school year will be introduced to Robotics through a collaboration with V-Tech.

Parent Involvement

Parent involvement is highly valued at P. S. 87. The school enjoys an active and supportive PTA /Title 1 Committee. Parents are included in all aspects of "school life" through volunteering within the school, escorting school trips, creating community building events and attending parent workshops designed to provide information about the curriculum and to provide strategies that support them in their roles as the first teachers of their children. Fathers are

supported through our "*Fatherhood in the Twenty-First Century*" initiative. In fact, one parent stated, "This school supports families. It is still growing, both academically and socially. This is a beautiful school."

A recent graduate, Cheyenne, sums up our school best. She said, "You learn so much and create new dreams and make them come true. If you are in trouble someone will always be there to cheer you up. In the beginning you don't know much and you are shy. You can start coming out and learn and be creative. The best part is that you learn and learn and learn until you reach your final destination. There will always be a part of this school that is so tremendous." Cheyenne Acosta, Graduate, June 2014.

The DTSDE Tenet we made the most growth in the previous year is:

Tenet 5: Student Social and Emotional Developmental Health
Tenet 6: Family and Community Engagement

The key areas of focus this year are to align with the Effective column of the DTSDE are Tenet 2, Tenet 3 and Tenet 4:

Tenet 2:
2.4: Develop a prioritized schedule of targeted and frequent observations that provide constructive and instructive feedback to include a system to track feedback and implementation that holds administrators and staff accountable for continuous improvement.

Tenet 3:
3.5: Refine and strengthen the system used to identify targets, to collect, analyze and assess student data and to align curriculum and assessment in order to improve student achievement.

Tenet 4:
4.5: Develop teachers' use of formative and summative assessment data to make appropriate adjustments to instructional strategies including student grouping in order to meet the needs of all learners.

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**
School Composition *(2013-14)*					
% Title I Population			**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch			**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient			**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*					
% American Indian or Alaska Native			**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino			**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White			**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*					
Years Principal Assigned to School (2014-15)			**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)			**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*					
% of Teachers with No Valid Teaching Certificate (2013-14)			**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)			**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*					
ELA Performance at levels 3 & 4			**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)			**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA ***(2012-13)***			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics ***(2012-13)***			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate ***(2012-13)***			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of 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.

School's Strengths:

- P.S. 87 adopted Common Core aligned curriculums in ELA (ReadyGen) and Math (Go Math) that forms the basis of rigorous instruction for all students.

School's Needs:

- Although P.S. 87 has made strides in the area of 3.5, the Priority and Focus School Recommendations for 2013-2014 cited 3.5 as an area for further growth. The school's Instructional Focus has been aligned to this tenet. The recommendation for 3.5 was to "Refine and strengthen the system used to identify targets, to collect, analyze and assess student data and to align curriculum and assessment in order to improve student achievement." In the 2013-14 school year, P.S. 87 saw a modest increase in the New York State math scores but a decrease in New York State ELA scores. It is therefore important for us to ensure rigorous instruction through the use of student data to improve outcomes for all students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – 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, there will be a 5% increase in Student Achievement data on the School Snapshot in ELA and math from 15% to 20% and 24% to 29% respectively.

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: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**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?*
Provide ongoing professional development to Teacher Teams in the use of summative and formative assessment data to adapt curriculum and instruction to improve outcomes for all students Strengthen collaboration and build trust within each grade level teacher team and provide professional development in team building and teacher team leadership for all teachers. Provide structures for teachers to meet weekly within grades and vertically across the grade to set the instructional agenda for the upcoming week based on a review of student data. Program and support teacher-led collaborative meetings by creating an online structure (Googledocs) for Teacher Teams to collaborate effectively. This provides a transparent environment for all members of the school community to work together on a shared goal.	Teachers, Administrators	August 2014 through October 2014 and ongoing until Jun3 2015	Principal Assistant Principals
Identify targets in reading, writing and math using Istation & Fountas and Pinnell reading benchmarks, Beginning of Year, Middle of Year, End of Year and Chapter Tests in math and End of Unit and End of Module tests in Writing to create targets for each class, grade and school.	Teachers , Administrators	September to November 2014	Principal, Assistant Principals, Instructional Technology Teacher
Provide ongoing professional development for Teacher Teams and Learning Leaders in the use of protocols to look at student work (LASW) to surface gaps in student learning. These gaps will be addressed in Formative Fridays during the school day, Saturday Academy, After School Academy, Easter Break and February Academies. Adjust ReadyGen units and lessons to include process writing, Guided Reading and Independent Reading. Strengthen Independent and Guided Reading materials	Teachers, Assistant Principals	September 2014-June 2015	Assistant Principals K-2 and 3-5
Teacher Teams will lead parent workshops in ELA and Math aligned to the current unit of study. Each team will send communication to parents via letters and newsletters at the beginning of each unit to inform parents about the goals and expectations of the unit and how to support students' learning at home.	Parents	December 2014 to June 2015	Principal, Assistant Principals

Part 4 – Resources Needed

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

adjustments, etc.
Schedule time for weekly Common Grade Meetings into school schedule Schedule time for weekly Instructional Team meetings with Learning Leaders (one representative from each grade) Contract with Generation Ready (Formally AUSSIE) coaches in ELA and Math Contract with Teaching Matters to provide professional development and support for Teacher Teams and Teacher Team Leadership through Learning Leaders Contract with Teaching Matters to set up Googledocs for collaborative planning and parent collaboration Materials for Academic Intervention programs and classroom libraries

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

1) Reading Benchmarks – Fountas and Pinnell Beginning of the Year, Middle of the Year and End of the Year Reading Level Assessment
   Mid-Year Target: 40% of K-5 students meeting the middle of year (MOY) benchmarks and above
   End of Year Target: 75% of K-5 students school wide meeting End of Year (EOY) benchmarks and above

2) Math Benchmarks – Go Math Beginning of Year, Middle of Year and End of Year assessment
   Mid-Year Target: 40% of K-5 students scoring at the 75th percentile and above (meeting standards and above) school wide
   End –of-Year Target : 75% of K-5 students scoring at the 75th percentile and above (meeting standards and above) school wide

3) Performance Based Assessments (PBA)
   Mid- Year Target: 40% of K-5 students achieving at the 75th percentile and above (meeting standards and above) school wide
   End-of-Year: 75% of K-5 students achieving at the 75th percentile and above (meeting standards and above) school wide

4) Teacher Team surveys

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths:
P.S. 87 administration, staff and parents have worked to create a positive school culture and working environment over the past few years which resulted in a Proficient rating in the School Quality Review.

Needs:
The school self-assessed and rated itself "Developing" in 5.4 in response to teacher feedback on the 2013-14 Learning Environment Survey where only 39% of teachers responded that order and discipline were maintained at the school. Over the last 3 years, P.S. 87 has adopted the Positive Behavior Intervention System (PBIS) framework to address school culture and behavior supports for students. This system is now integrated into our school community and we have seen measurable success and a decrease in the number of disruptive behavior and incidents. P.S. 87 does have a school wide vision for social and emotional development and teachers and administration are working towards using the data we gather to make improvements by establishing a PBIS Team that meets weekly. However, we do have students with emotional needs on a spectrum of mild to very severe. Some needs are addressed over time using our in-house systems and the resources of the Department of Education and others need more restrictive interventions beyond the capability of the school. These students and families are referred to the appropriate agency for support.

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 5% increase from 39% to 44% in the number of teachers who feel that order and discipline are maintained at the school on the School Quality Snapshot.

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: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**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?*
Create time for the PBIS Team to meet weekly to review student data and plan school wide activities, such as monthly PBIS assemblies.	PBIS Team	August 2014- June 2015	Principal Assistant Principals
Continue to fund Crisis Intervention Teacher and provide professional development to promote a positive school environment.	Students with difficult behaviors and emotional challenges	September 2014-June 2015	Assistant Principals
Create an "in house" mid-year survey of staff & provide professional development on creating a positive culture and behavioral supports based on feedback	Staff	January 2015	Principal Assistant Principal PBIS Team Instructional Technology Teacher
Conduct parent workshops on positive approaches to discipline	Parents	January 2015 to June 2015	Crisis Intervention Teacher Network Support

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Fund the Crisis Intervention Teacher Create time in the schedule for weekly PBIS meetings Use of per diem staff to cover weekly meetings of PBIS Team Schedule monthly assemblies Fund Penguin Buck rewards system and classroom store Provide professional development for teachers on behavior management as needed

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • 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.				
2013-14 Learning Environment Survey will serve as a Baseline. January 2015 In House Survey will serve as a Midline 2014-15 Learning Environment Survey in March will serve as an end line assessment				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 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.	**D**
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	**D**
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	**D**
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	**D**

Part 1b. Needs/Areas for Improvement:

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

Strengths:
P.S. 87 has made strides in this area by adopting a Common Core aligned curriculum in ELA and Math and using the Teacher Team structure to adjust the curriculum to meet the varied needs of students.

Needs:
Teachers' use of a variety of data sources for progress monitoring to inform lesson planning is addressed in Tenet 3.5 and part of our Instructional Focus. Based on an analysis of the End-of-Year ratings on the Danielson Framework for Teaching for the 2013-2014 school year in components 3b, 3c and 3d, and the Priority and Focus School Recommendations, student engagement and participation is an area in need of improvement in order to move from Developing to Effective. Tenet 4 has helped to inform our instructional focus and Professional Learning Plan.

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, 25% of teachers will improve one HEDI rating in the Danielson Framework for Teaching in component 3b, 3c or 3d).

Part 3 – Action Plan

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

for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	*Who will be targeted?*	*start and end date?*	*for implementing and overseeing the activity/strategy?*
Teacher teams will meet collaboratively to plan and make adjustments to lessons and units in ELA and Math integrating instructional strategies that promote high levels of student engagement.	Teacher Teams	September 2013 to June 2014	Assistant Principals Instructional Team Members
Teacher Inter-visitations will be conducted to inform school wide practices in 3b, 3c and 3d. Teachers will provide professional development for their peers in "Share What you Know" Mondays using co-planned lessons that address student learning gaps and 3b, 3c and 3d.	Teachers	December 2014 to June 2015	Cabinet Instructional Team members
Teachers will be provided with ongoing professional development to address component 3b, 3c and 3d of the Danielson Framework for Teaching.	Teachers	November 2014 to June 2015	Cabinet Teaching Matters AUSSIE
Teachers will share student performance data with parents through conferences, phone calls, and Interim Progress Reports.	Parents	November 2014 to June 2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Diem to cover teachers for inter-visitations Per session for teachers to prepare for "Share What you Know" peer to peer professional learning AUSSIE and Teaching Matters Professional Development supports

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • 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.				
In March 2015, the school's internal tracking system will show 15% of teachers moving one HEDI level in 3b, 3c or 3d. By June 2015, 25% of teachers will move one HEDI level in 3b, 3c or 3d.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths:
P.S. 87 received a Proficient rating in the School Quality Review regarding the strategic decisions that have been made and the overall organization and use of resources. However, 2.5 was rated Developing.

Needs:
After analyzing the school wide Advance system data for the 2013-2014 school year, the growth across the school year in the critical Danielson Framework for Teaching were not significant.

The feedback for 4.1 in the Quality Review which aligns with 2.5 was to "Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new 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.

By June 2015 – The Administrative Team will create a system that allows for frequent and targeted observations of teachers based on collected data and student achievement results which will result in an overall 5% increase in the percentage of teachers moving from Developing to Effective based on the observation and feedback system.

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: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**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?*
Create a system that will allow frequent targeted observations with actionable feedback.	Teachers	November 2014 to June 2015	Principal Assistant Principal
Provide professional learning opportunities through peer support and school professional development collaborations based on individual needs	Teachers	September 2014 to June 2015	Principal Assistant Principal
Trends in professional development needs will be discussed at Cabinet meetings and Learning Leaders, made up of one representative from each grade, will meet weekly with Cabinet to plan the instructional agenda for the week and design professional development based on identified teacher needs	Teachers	September 2014 to June 2015	Principal Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Diem Per Session Professional Development collaborators

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

- 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.

February 2015 - Cabinet observations schedules will align to the identified observation system. In February, the school's internal tracking system will indicate a 2.5% increase in the number of teachers moving from Developing to Effective overall.				
Part 6b. Complete in **February 2015.**				
● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- 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.

Strengths:
Over the past few years the school has worked to create a "student centered" and parent friendly community through respectful engagement with parents, community building activities and workshops to support parents in raising capable children.

Needs:
The Priority and Focus DTSDE (Diagnostic Tool for School and District Effectiveness) recommended that in order for the school to move from Effective to the High Effective category in 6.4, the school should collaborate with pertinent school staff and community agency partners to ensure that staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth.

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, P.S. 87 will collaborate with school staff and community agency partners to create high levels of parent engagement by teaching parents ways to support student learning and growth so that there is an increase of 10% from 40% of parents who respond in the Learning Environment Survey that they have been invited to an event at the school.

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: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**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?*
Teachers will use Tuesdays between 2:35 p.m. and 3:20 p.m. to contact each parent at least once a month	Teachers	Sept. 2014-June 2015	Assistant Principals
Each Grade will create a letter/ newsletter for parents at the beginning each unit of study for parents	Teachers	Sept. 2014 to June 2015	Assistant Principals
Workshops will be provided in math by a representative from each grade level at the key concept points during the year.	Teachers	September 2014 to June 2015	Assistant Principals
PTA and Title 1 will provide workshops for parents that support parents in their role as parents	Parents	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session Per diem for workshops held during the day

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • 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.				
January – Review Parent Contact logs and Sign In Sheets to determine at least 5 interactions per family.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	1. **Imagine Learning**: English Language Learners and students with IEP's	1.Computer software	1. Independent work with interactive software	During school day – 45 minutes, 4 times a week
	2. **READ: Grade 1 Level 2 readers**	2.Repeated reading of leveled books	2. One on one	2. After school 2.5 hours a week 2 times a week
	3. Great Leaps: Grades 1, 2 & 3 Level 1 readers	3.Sight words, phonics, and high frequency words , repeated readings	3. One on one	3. During School – 10 minutes 2x per week
	4. Reading Comprehension: Grades 3 -5 Level 1 and Level 1 readers	4. Short passages, close reading, guided reading	4. One on one and small group instruction	4. During school 15 minute 1:1 two times per week and 30 minutes small group two times per week
	5. After School Program: Grades 3-5 level 1 Readers	5. Close reading, independent reading, interactive reading	5. Small group instruction	5.After school 1.5 hours 2 times per week
	6. Saturday Academy Grades 3-5 Level 2 and Level 3 Readers	6. Close reading, read for understanding, annotations, interactive writing	6. Small group instruction	6. Saturdays 1.5 hours once per week
	7. After School Title 1 Immigrant Program: Students born outside of the USA	Close reading, writing	7. Small group	7. After school 2.5 hours 2 times a week
Mathematics	**1.After School Program: Grades 3-5 level 1 students**	Hands on activities and word problems	1.Small group	After school 1.5 hours 2 times per week
	2. Saturday Academy Grades 3-5 Level 2 students	Multi-step word problems	2.Small group	Saturdays 1.5 hours once per week
	3. After School Title 1	Hands on activities &	3. Small group	After school 1.5 hours 2 times per week

	Immigrant Program: Students born outside of the USA	multi-step word problems		
Science	Science End of Unit Tests	Review of Tests	Small Group Instruction	During the day and determined by the teacher
Social Studies	Social Studies End of Unit Tests	Review of Tests	Small Group Instruction	During the day and determined by the teacher
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher or parent referrals	"At risk" counseling	One on One	During the day determined by the provider

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**0K,01, 02,03, 04,05**	**Total Enrollment**	**633**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
% Limited English Proficient	**1.7%**	**% Students with Disabilities**	**17.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**4.2%**	**% Black or African American**	**73.3%**
% Hispanic or Latino	**16.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.2%**
% White	**0.2%**	**% Multi-Racial**	**1.4%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet Key

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Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**81.3%**	**% Attendance Rate**	**92.2%**
% Free Lunch	**83.5%**	**% Reduced Lunch**	**4.1%**
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Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.01**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**2.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.71**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.4%**	**Mathematics Performance at levels 3 & 4**	**23.5%**
Science Performance at levels 3 & 4 (4th Grade)	**85.7%**	**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		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

11X087 School Information Sheet

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).
Generation Ready (AUSSIE) coaches in ELA and Math work with teachers in on going cycles Teacher Matters – Provides professional development for Learning Leaders (Grade Leaders), support teacher leadership and Danielson Framework for Teaching Network Achievement Coach works with Learning Leaders to develop model classrooms on the grade Show What You Know – Teachers providing professional development to their colleagues including grade inter-visitations

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Yearly tours for local preschool students are conducted by the Parent Coordinator. The Parent Coordinator makes onsite presentations.

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 Instructional Team made up of a representative from each grade makes decisions regarding the selections of appropriate assessments and professional development needed at the weekly meetings. Teacher Teams meet twice a week to analyze data and make adjustments to curriculum and 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[1]. 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[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	522,819	x	13, 17
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	125,285	x	13, 17, 19, 22
Title II, Part A	Federal	114,507	x	
Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	17,791	x	13
Tax Levy (FSF)	Local	3,157,597	x	13, 19, 22

[1]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.

[2]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)

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. **P.S. 87**, 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. **P.S. 87** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

P.S. 87, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 11	Borough Bronx	School Number 087
School Name P.S. 87		

B. Language Allocation Policy Team Composition ⓘ

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 Donna Anaman	Assistant Principal Loydie Vertus
Coach n/a	Coach type here
ESL Teacher Wilma Martinez	Guidance Counselor
Teacher/Subject Area type here	Parent Farnaz Ali
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider J. Perry	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	643	Total number of ELLs	12	ELLs as share of total student population (%)	1.87%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	**Newcomers (ELLs receiving service 0-3 years)**	12	**ELL Students with Disabilities**	
SIFE		**ELLs receiving service 4-6 years**		**Long-Term (completed 6+ years)**	

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12									12

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	12	0	0	0	0	0	0	0	0	12
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1	1		1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian						1								1
French				1		2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	2	2	0	4	0	0	0	0	0	0	0	12

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		1		2									4
Intermediate(I)		1				1								2
Advanced (A)														0
Total	1	1	1	0	2	1	0	0	0	0	0	0	0	6

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   We use Fountas and Pinnell as the assessment tool for asessing the early literacy skills of our ELLs. Fountas and Pinnell tells us students' instructional Reading levels in English. It allows us to determine where to begin instructionally. The data helps us to plan using the appropriate approach, strategy, or program. We use guided reading, partner reading, read alouds, vocabulary development, and

comprehension development through Close reading, a myriad of vocabulary strategies, and Text-Dependent Questions. We currently do not have a bilingual program and our ELL population is relatively small. We do utilize monolingual classes and supplement instruction with our pull-out ESL program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   We currently have 11 ELLs at the beginning level and one ELL that is at an advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   Annual Measurable Achievement Objectives (AMAO) are the federal accountability measures in the same way Adequate Yearly Progress (AYP) is for Title I. Through the AMAO tool, we estimate students' Title III AMAOs 1 and 2 information. The AMAO data allows us to focus on the progress towards proficiency of subgroups of ELLs and to design stronger and more effective ELL instructional programs. Some of the data that we look at from the AMAO tool includes students' grade level, years of ELL service, ELA and math performance and progress, attendance, age, credit accumulation, and SIFE status. An early warning indicator calculates risk factors that we can then use in planning to meet the needs of our ELLs.:
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?

The ESL population in our school is very small (12 students) but consists of a diverse group of students spread out across grades K-4 and who are at various levels of development. The Fountas and Pinnell reading assessment is used to assess students' literacy skills and determine their levels for instruction. Students also take an online reading assessment (iStation) that provides additional information on students' reading progress. Analysis of their scores gives us important information to use when planning instruction focusing on the areas of weakness. Overall, our ELLS need more time spent in Reading and Writing and are given extra support during on Extended Day and Saturday programs.

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*.)

   A Response to Intervention Framework is utilzed to support our ELLs. We offer a strong a Tier 1 academic program, offer targeted additional supports for some of our studetns at the tier 2 level, and a few students require more rigorous, targeted intervention at the Tier 3 level. Many of our ELLs are pulled out for small group instruction by our AIS (Academic Intervention Services) teacher. She follows the framework for grades K-5 to ensure that our ELLs second language development is consdered in instructional decisions. Teachers are trained to use ESL methodologies in their classes to support their teaching. For example, the use of visuals, computers, videos, manipulatives, role playing, language dictionaries, partners with peers that speak the same home language, etc. Our Common Core Aligned ELA and Math curriuculum provide ongoing assessment opportunities along with our computer based assessments. Fountas and Pinnell benchmark asssessment is used to determine Tier 2 and 3 targeted interventions.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The goal of our core program is to promote competency in reading, writing, listening, and speaking using a workshop model. Teachers use modeling and class discussion to help students build background knowledge, deconstruct complex texts, acquire academic writing sklls through different writing purpose, generes, and formats and teaching specialized vocabularly.
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?

   n/a:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   Our ELLs pass through a successful transition from beginners, intermediate, advance to proficient. Success is measured by meeting AYP for our ELLs.

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.)
   At the time of first time enrollment, a trained pedagogue, which usually is our ESL teacher, administers a home language identification survey (HLIS). The HLIS, which is filled out by parents, is used to determine the language the student speaks at home. If a language other than English is spoken at home, then our ESL teacher conducts an informal interview and, if needed, administers the LAB-R to determine English proficiency level. If students are Spanish speaking, they are administered the Spanish speaking LAB. When students scores below proficiency on the LAB-R, then they are eligible for ELL services. If students are transferred from another school, we view their exam history in ATS for class placement and services. In addition, the ESL teacher conducts informal oral interviews when the Home Langugae Surveys are filled out. Formal interviews and initial assessments are conducted by the ESL teacher. Students are instructed in the skills of listening, speaking, reading and writing, which prepares them for the NYSESLAT assessment in the spring of each year. The process is taken care of within 10 days.
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.
   We hold an orientation meeting for parents to understand all three choices of programs. We show parents and families of English Language Learners a video during orientation. This video from the Department of Education, in 13 different languages and in the languages that our ELLs speak at home. All of the materials, the video, the use of translators, is for the goal of our parents to understand the three programs that are available for English Language Learners in the Department of Education. Parents who have chosen a TBE/DL program are identified and the school contacts the Office of English Language Learners. The parent is contacted when a program becomes available.
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].)
   We ensure that entitlement letters are distributed and parent surveys and program selection forms are returned. At our program orientiation meeting, parents receive the necessary forms and we ask them to complete the forms to indicate their choice of three programs. We provide translated versons of parent letters and have translators available. We follow-up with parents by making phone calls and send out reminder letters to ensure that parents return all forms. Parents choose the program to meet their child's personal and educational needs. If the parent's choice is not available at our school, the parent is given an opportunity to attend another school. We contact the Office of English Language Learners to support our parents in finding the parent's choice of programs.

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.
   During the intake process, either an assistant principal who is also a certified teacher or the ESL teacher will administer the Home Language Survey and the informal oral interview with the student to determine the approximate level of English literacy. We provide parents with information regarding the three different programs available for ESL students, which includes the Transitional Bilingual, Dual Language, and Free Standing ESL program. We provide translation services to parents as they learn about the available ESL programs. During the intake process, parents will be conferred in their native language to determine the students' level of formal education outside of New York City and to determine if the child is a Student with Limited or Interrupted Formal Education (or SIFE). We provide continued entitlement letters for students who did not score at proficiency on the NYSESLAT. Finally, we input information for parent choice into ATS, which is the ELPC. This is done within 20 days.
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.
   All identified students take the NYSESLAT each year based on the schedules put forward by NYS. The RELC report in ATS i sused to detemine NYSESLAAT eligibility. All four components are administered. If a student is absent for the test they are given a second opportunity during the NYS designated make up period.
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.

The trend in program choices have been toward our ESL program. We offer parents assistance should they desire to select another school that has the programs they desire. If PS 87 ever receives enough parents' requests to start a Bilingual or Transitional Bilingual Education program, then our school would begin the process of starting one of these other programs. Again, the trend has been for parents to choose a Freestanding ESL program. In the past, all parents have selected the ESL program in our school and the same is true of this past year.

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])?

    A. We offer an ESL pull-out program.

    B. The program model is heterogeneous (mixed proficiency levels) one.
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)?

    Students who are identified as Beginners and Transitional receive 360 minutes of ESL services. Students who are identified Advance receive 180 minutes per week delivered by our ESL teacher. Students also receive 180 minutes of ELA instruction per week as required under Part 154.
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.

    Content area subjects are taught in English and supplemented by technolgoy, visual aids, role playing, TPR, manipulatives, and other activities. An emphasis is placed on academic vocabulary, close reading and students using evidence from the text to support their answers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   We assess throughout the school year. Our ELLs have access to glossaries and dictionaries in students' native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Progress is evaluated using formative assessments during the school year such as running records by classroom teachers, monthly istation reading data and Fountas and Pinnell beginning of the year, middle of the year and end of year reading benchmark.
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).

ELL students are offered the full range of academic supports that are provided in our school such as RTI during the school day, Extended Day 2x a week, Saturday Academy, After School and the READ 1:1 tutoring for first grade students. Newcomers are paired with a student who speaks the same home language to support their adjustment to school and the available technology in the building is used to support their adjustment. A staff member who speaks the same home language is also identified to "check in" and "check out with the student daily. Through periodic assessments in ELA, students are monitored and paired with the Academic Interventions that meet their needs whether 1:1 or small group. ELLs continue to receive support by the ESL teacher after testing proficient and receive testing accommodations for up to two years.

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?
   Our school uses ReadyGen for English Language Arts instruction K-5. Teachers plan weekly with coaches and consultants to "unpack" this program to make sure it is meeting the needs of our ELL-SWDs. It is a rigorous program providing tiered support and strong vocabulary devlopment.
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?
   Our school offers a diverse model of support for ELL-SWDs from pull out SETTS, push in SETTS, ICT classes, mainstreaming to 12:1:1 environments.

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

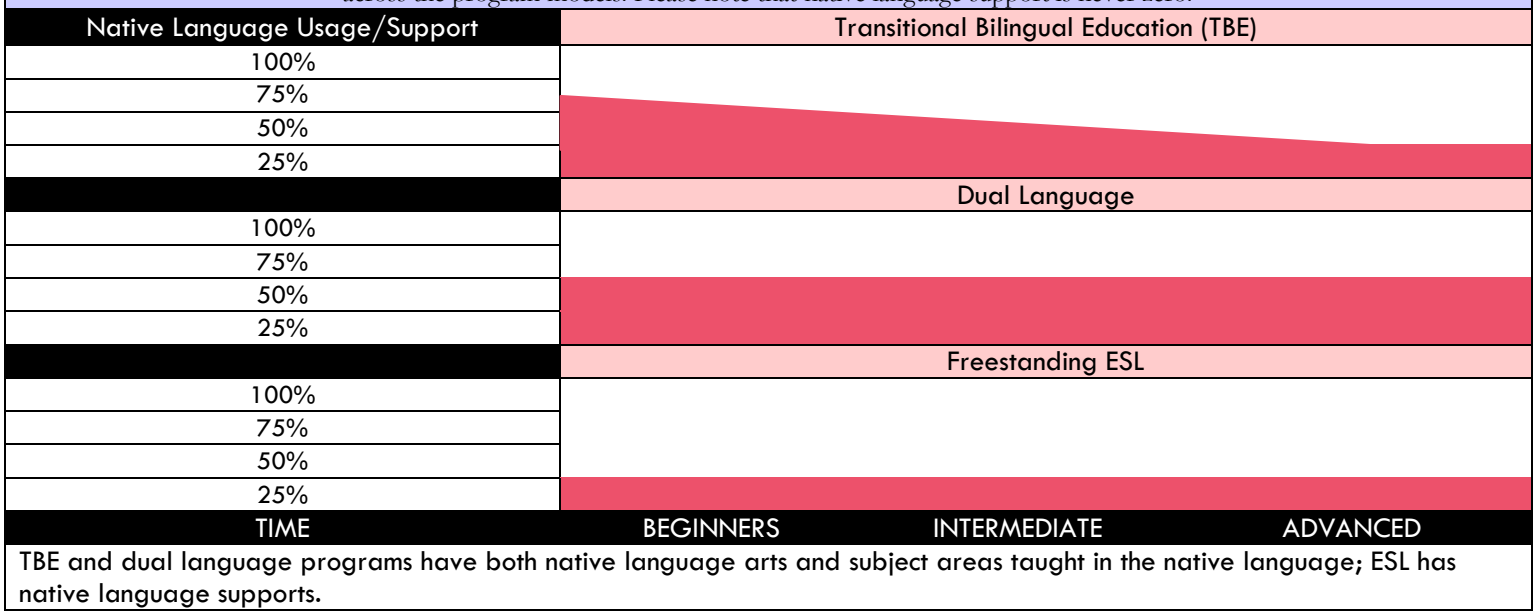
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

   ESL students who are identified as SIFE, newcomers, or who are in need of extra support, are provided additional remediation through our Extended Day program, After-School, and Saturday Academy program that focuses on building literacy and math skills to prepare students for the Common Core aligned State assessments. Sessions are held in small groups of 10 students who are strategically grouped based on needs that have been identified through the use of data. Students in Grades 3 and 4 receive two periods of "hands on" science in the Science Lab in addition to three periods of Science with the classroom teacher. Students are engaged in content area reading in designated periods for social studies but are also engaged in content area reading during the literacy block. Non-fiction books are also used in small group guided reading instruction in the classroom

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

    Students continually progress through the different stages on the NYSESLAT from Beginners, Intermediate, Advance and Proficient. ELL students also score well on the NYS Science exam.

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

    This is our first year in using a Common Core aligned ELA curriculum. We will evaluate the effectiveness of this program in the progress of our ELLs.

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.

    ELLs are an integral part of the school community and are included in all programs. These programs include residencies in theatre and dance, trips, chorus, and perfomances. There are many classroom and school-wide celebrations that include attendance celebrations, book celebrations, book fairs, assemblies, and the Science Expo. Parents of ELL's have access to translators during Parent Teachers Conferences and as needed to communicate with pedagogue and staff members. Other types of programs in our school community include extended day afternoon intervention programs, and Saturday Academy. The goal of the afterschool programs is to have the chilldren 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)?

    P.S. 87 was part of the iZone initiative and all classrooms have smartboards and laptops. All classrooms have access to the technology lap once a week. Students have access to Raz Kids, iStation and Great Leaps intervention program. In the content area of Science, our school follows 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 Expo. 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. Technlogy is woven into our school culture. Our ELL's have equal access to these resources. Every classroom has acess to a lap top cart and desktops and all classrooms have smartboards that are used on a daily basis to provide an interactive learning environment.

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. There are staff in our school speak both Spanish and French. Students are supported through the use of bilingual dictionaries, glossaries etc.

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

    Access to resources is school wide. 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. 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 appropiate.

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.

    At present, there are no activities offered to newly enrolled ELLs during the summer due to our very small population. However, once enrolled ELL students and families are welcomed to our school and participate in the rich academic and social/emotional programs offered at P.S. 87. Before the beginning of the year all Kindergarten parents are invited to aKindergarten 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?
    N/A
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    n/a.

C. Professional Development and Support for School Staff

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

P.S. 87 has a very stable staff that have completed Jose P. training in the past. Every effort is made by our ESL teacher to confer with the classroom teachers to discuss the strengths and weaknesses of our ELL students to help them progress socially and academically. The ESL teacher attends workshops and training to keep abreast of new policies, materials and strategies to support our ELL population of students.

Educational consultants also offer their services and training on different topics pertaining to our instructional program. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. The professional development that has been offered from September 2013 to November 2013 includes the following:

ReadyGen and Go math overviews and components
Sample templates that are aligned to Universal Design for Learning
Differentiation for ELLs and Special Education (Interventions/Extensions based on data)
Small group expectations and possibilities
Setting up rotations for Guided Reading
Data Analysis of formative and summative assessments
Create goals for groups of student

To assist ELLs as they transition from the elementary school to middle school, we offer the services of our Guidance Counselor for advice, tours of new schools at the end of the year and are informed of support services in their new schools.

The ESL teacher attends periodic training offered by the Network and Jose P training has been scheduled for January 2014 for new teachers.

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?

The Parent Coordinator and ESL teacher hold a Parent Orientation workshop for parents of children who are eligible for ESL services. Translations are provided where needed. Literacy, mathematics, and science workshops are held throughout the year to assist parents in understanding the programs that are offered at P.S. 87 and the expectations for students taking the standardized tests. Parents are invited to special activities, such as author celebrations, student performances, and accompany their children on field trips. P.S. 87 is proud of its partnerships with Studio in a School for visual arts, Music for Many for theatre performances and with the Bronx Botanical Gardens.

The Parent Coordinator works with families to support parents in navigating the school system and providing support to families in understanding the academic and social expectations of our school. The Parent Leadership meets three times a year to determine the needs of parents through surveys and other tools and evaluate the programs offered.

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: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. Anaman	Principal		11/1/13
L. Vertus	Assistant Principal		11/1/13
	Parent Coordinator		11/1/13
W. Martinez	ESL Teacher		11/1/13
Farnaz Ali	Parent		11/1/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
J. Perry	Other Related Service Prov		11/1/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x087 **School Name:** P.S. 87

Cluster: 1 **Network:** 108

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

Part A: Needs Assessment Findings

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

Each year, our school re-assesses the needs of our families in regards to their written translations and oral interpretation needs. Although we have a very small population of ELLs in our school, Spanish and French are the two languages spoken by most of our parents. To ensure that all parents are provided with appropriate and timely information in their home language, P.S. 87 reviews the Home Language Survey to assess their oral and written language preference. Letters from Central are translated and staff on hand who speak different languages. Four new staff members have been added to our organization including a school secretary to assist with inquiries by telephone in the main office.

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.

P.S. 87 has a small population of ELL students (12). However, letters of importance are translated into languages other than English. This includes letters and notices. The findings of the interpretation needs are reported to the school community at Grade Meetings, PTA meetings and Faculty Conferences. Last year, we provided translation support services using our in-house translators for four parents. In house translators were also available for parents at Parent Teacher Conferences and PTA meetings. The Parent Coordinator working with the ESL teacher informs the school community of parental needs.

Part B: Strategies and Activities

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

We have school staff who speak and write in different languages so written translations are available. The Parent Coordinator works closely with the office staff and ensures that letters are sent out with the translated version.

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.

P.S. 87 uses all its resources to make sure that parents are informed. School staff (teachers, school aides, paras, secretary) are always available to assist. When a parent registers who speaks a language other than one spoken by our staff, we enlist the language and interpretation services offered by the DOE.

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.

P.S. 87 will:
Communicate information about the school's academic program and participation
Provide information about a childr's academic performance and approaches to increasing achievement
Translate NCLB mandated communications
Inform parents regarding all the resources available to them to support their children's academic growth and development
Work to increase parent participation in school activities.