



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: 11X089
School Name: The Williamsbridge School
Principal: Ralph Martinez

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 89 School Number (DBN): 11X089
School Level: Elementary/Middle School Grades Served: Pre-K - 8
School Address: 980 Mace Avenue Bronx, NY 10469
Phone Number: 718 653-0835 Fax: 718 231-2863
School Contact Person: Joan Balkcom Email Address: jbalkco@schools.nyc.gov
Principal: Ralph Martinez
UFT Chapter Leader: Robert Breitenbach
Parents' Association President: Annette Alvarado
School Leadership Team
Chairperson: Dominique Ferro
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 2750 Throop Avenue Bronx, NY 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: 718 519-2620 Fax: 718 517-2626

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 532 Network Leader: Ben Soccodatto

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)
Ralph Martinez	*Principal or Designee	
Robert Breitenbach	*UFT Chapter Leader or Designee	
Annette Alvarado	*PA/PTA President or Designated Co-President	
Valorie Rizzo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tanikya Feemster	Member/ Parent	
Eva Ortiz	Member/ Parent	
Carrie Meacham	Member/ Parent	
Genesisia Baker	Member/ Parent	
Dominique Ferro	Member/ UFT	
Jessica Lawston	Member/ UFT	
Dara Narciso	Member/ UFT	
Joan Balkcom	Member/ A.P.	
	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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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. 89 ~ The Williamsbridge School, in the Northeast Bronx, is located in the middle of the Pelham Parkway Housing Complex. With a diverse population of over 1480, the school services students in grades Pre-K – 8. Our school community believes in creating 21st Century student-centered classrooms where students can thrive. We strive to build a strong foundation that will allow our students to participate in a risk-free environment and apply their real-world experiences to achieve their greatest academic potential. We have high expectations for all students and therefore monitor student progress on an ongoing basis to adjust instruction to meet individual student needs. All constituencies within our school community work towards building on our students' strengths and enabling them to develop self-esteem, curiosity and a love of learning.

Every partnership and collaboration the school has engaged in was initiated with the idea of developing skills that will move our students towards college and career readiness in the 21st Century. Some of our partnerships include:

1. **iZONE:** At P.S./M.S. 89 we strongly believe that in order to ensure that students are prepared for college and careers students must be engaged within a personalized learning environment utilizing 21st Century technology. As a result, we were selected to become an iZone school. As an iZone school, M.S. 89 has transformed from a school housing one computer lab with 30 desktop computers to one supplying over 1400 students in grades Pre-K – 8 with access to laptops. Through a blended learning approach, students receive teacher directed instruction as well as personalized, self-paced instruction. Think Central, Edmodo, Google Drive and Buzz Math are programs, we currently use, providing personalized assessment and instruction. Buzz Math is a program/APP created through the GAP Challenge and P.S. 89. This allows students on all academic levels to take responsibility and ownership for their learning.
2. **Big Picture:** Over a four-year period the middle school was redesigned to meet the needs and interests of students. Three small academies were formed to ensure that staff was able to target the needs of individual students. In collaboration with **Big Picture**, the year-old, Big Picture Academy was designed with the idea of educating one student at a time within a community of learners. The Academy began with one six-grade class and has expanded to grades 4, 6, 7, and 8.
3. **Foodbank of New York: CookShop Classrooms/ CookShop for Families:** In collaboration with the Food Bank of New York, families of our students in grades Pre-K – 2 are invited to participate in monthly workshops focusing on health and nutrition. Each workshop, focusing on a different food group, includes a "cooking" demonstration, and an opportunity for participants to prepare and taste a dish. Participants leave each workshop with a grocery bag containing ingredients to prepare a tasty, nutritious dish at home for their family. As students in grades Pre-K – 2 study about the same food groups in class; this gives families an opportunity to discuss the importance of good nutrition at home.
4. **Education Through Music:** Through this collaboration, students in Pre-K-8 develop basic music skills. Students perform twice a year while developing self-esteem and an appreciation for music as an art form. The collaboration helps the school sustain the music program beyond the partnership.
5. **ELLA- English Language Literacy Through the Arts:** A grant from CEI-PEA has provided us with an opportunity to once again collaborate with the Center for Arts Education. Open to ELL students in grades K – 5, the program integrates literacy with visual arts and mime. Teaching artists work with ELL teachers to bring literacy to life for students learning English. The program runs on Saturdays from 9:00 a.m. – 12:00 p.m.
6. **P.S. 89 Garden:** In partnership with the BODY organization (Bronx, Obesity, Diabetes and You-Albert Einstein Hospital), our school garden has been created. The actual planting will begin in

Spring 2015. Students from Einstein will work collaboratively with the school in the development of the GROW NYC Grant to ensure that we have the materials to start planting. In addition, Grade 6 students will have an opportunity visit the garden at Einstein in the spring. Middle school art students will design a mosaic to decorate the garden.

In terms of the school's strengths, our Teacher Teams and Professional Learning Communities are strong and continue to grow. Teacher teams meet a minimum of two times a week with several teams meeting unofficially during prep/lunch periods and after school.

Common planning time, built into each teacher's schedule affords teams an opportunity to:

- Create pacing calendars
- Analyze the curriculum to make instructional adjustments
- Plan lessons
- Develop knowledge of content and resources
- Analyzing data for the purpose of differentiation
- Sharing best practices for instruction

During the Inquiry Cycle teams are engaged in the following processes:

- Develop inquiry focus, examine the Standards, create task to administer
- Analyze task based on student work and define gaps across the grade
- Engage external resources/Preparation & Planning
- Take Action: Develop, implement, and analyze focused lesson(s)
- Monitor Student Progress – Analyze student work
- Analyze Data (Protocol for Looking at Individual Student Work), and determine next steps

The NYC DOE K-8 School Quality Snapshot indicates that our lowest performing students showed the greatest academic improvement on the 2014 State math test in a pre-post comparison of scores in 2013 and 2014. In terms of closing the achievement gap, English Language Learners, Students with Special Needs and our lowest performing students demonstrated the greatest improvement in math as compared to other students who scored at the same level in 2013.

One of our greatest accomplishments was the expansion of the Big Picture Academy. Focusing directly on the individual student, it is the Academy's belief that:

- a. Learning must be based on each student's interests and needs
- b. Curriculum must be relevant and allow students to do real work in the real world
- c. Students' growth is measured by the quality of their work and how it changes them.

Teachers in the Big Picture Academy were rated highly effective due in part to student achievement on State and Local measures.

The DTSDE Tenet in which P.S. 89 made the greatest growth was Tenet 3- Curriculum Development and Support.

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.

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.

During the past school year, our school focused on implementing new CCLS aligned ELA and math curricula across grades K -8. Teacher teams worked diligently to make adjustments to the new curricula to ensure that all students, including ELLs and SWDs had access to the new, rigorous material. Arts, technology and science teachers worked with grade teams to ensure that they included topics and strategies introduced in ELA or math. Teams utilized a protocol to make adjustments to units and lesson plans based on information garnered from pre-unit assessments, formative assessments, and summative assessment tools. Units and lessons were adjusted based on grade and class assessment data.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1478	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	12	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	11	# Drama	9
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.5%	% Attendance Rate		92.2%	
% Free Lunch	66.9%	% Reduced Lunch		0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities		20.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		24.6%	
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%	
% White	16.8%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.62	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4		17.1%	
Science Performance at levels 3 & 4 (4th Grade)	47.6%	Science Performance at levels 3 & 4 (8th Grade)		44.6%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.5%	
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		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		YES	
Students with Disabilities	YES	Limited English Proficient		YES	
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.

NYS ELA Assessment Data – 2014: Results on the 2014 ELA State Assessment indicate that while students have made progress, 12.65% of all students tested scored Level 3, with only 2.32% of all students tested scoring Level 4. In terms of our ELLs, 3.36 % scored at Level 3 with 0% scoring at Level 4. Students With Disabilities fared worst with 2.70% achieving Level 3 and .54% scoring Level 4.

We received a rating of Developing in Tenet 3. Despite the fact that data was collected on an ongoing basis, the school failed to utilize the data to develop strategic action plans to improve student achievement.

In terms of the Capacity Framework (Rigorous Instruction)/Tenet 3, the DTSDE final report notes that P.S. 89 has done the following effectively:

- Developed CCLS aligned curricula in content areas
- Unit/lesson plans developed by teachers contain adjustment/modifications for ELLs and SWDs
- Grade Teams utilize common assessments to ascertain information about students’ strengths and challenge areas.
- Teacher Teams meet weekly to plan curriculum, share teaching strategies, and discuss data
- The Vertical Team meets biweekly to ensure collaboration with arts and enrichment teachers

3.5 DTSDE Findings: School leaders have not connected a system of comprehensive data analysis to an action plan to improve student achievement. Although the school has multiple sources for collecting data, we do not

have a school-wide progress monitoring system.

Progress monitoring was in the developing stage, as we were not monitoring and evaluating progress towards meeting our SCEP goals.

3.5 DTSDE Recommendations:

- The school must regularly track progress towards meeting SCEP goals.
- A comprehensive system of data analysis leading to strategic action planning must be put in place to improve student achievement.

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, the implementation of a comprehensive system of data analysis and strategic planning will result in improved student achievement including a 5% increase in students meeting promotional criteria on NYS ELA and Math assessments as measured by pre-post results in Spring 2014 and Spring 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • 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 			
The data specialist, administrators and coaches will receive training in data analysis and leading analysis meetings.	Administrators, Coaches, Data Specialists	Sept. 2014 – June 2015	CEI-PEA Consultants
The data specialist will provide staff with 2014 school-wide as well as individual student data related to NYS ELA and math assessments. The data specialist, coaches and administrators will facilitate PD activities on interpreting data and utilizing the information to drive instruction.	Teachers	Sept. 2014 – June 2015	Data Specialist, Supervisors, Coaches
In fall 2014, the data team, consisting of the data specialist, administrators, and coaches, will develop a comprehensive system of analyzing school data which will be used to develop strategic action plans in all academic areas to improve student achievement. The team will begin to analyze data and determine trends across grades and disciplines.	Teachers	Sept. 2014- June 2015	CEI-PEA consultants, Assistant Principals
The data team will turnkey information regarding the comprehensive system of analyzing school data to members of the Vertical Team.	Team Leaders	Sept. 2014- 2015	Data Team

Teacher teams will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units, including lessons and tasks.	Teachers	October 2014 – June 2015	Supervisors, coaches
Teacher Teams will host monthly workshops to provide families with strategies and activities to support grade team goals for the month.	Parents	October 2014 – June 2015	Teacher Teams, Parents

Part 4 – Resources Needed

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

Human Resources: CEI-PEA consultants, data specialist, coaches

Instructional Resources: School-wide data

Schedule Adjustment: Common planning time for grade teams

Per Session: Data Team work

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By the end of January 2015, round-two assessments will have been administered. The Data Team will analyze results to determine student growth towards the 5% increase in student progress school-wide.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The overall school rating for Tenet 5 was Developing, as the school received developing in each of the four indicators. While we have formed partnerships with various agencies in support of student social and emotional developmental health, data must be collected and analyzed to determine how student learning and social emotional health is affected.

In terms of the Capacity Framework (Supportive Environment)/Tenet 5, the DTSDE final report notes that P.S. 89 has:

- Implemented programs to promote social and emotional developmental health, including advisory, peer mediation, behavior improvement plans, student reward programs and community partnerships.
- Implemented capacity building in teachers includes training through RISC on supporting social and emotional development health, and the implementation of a peer mediation process.
- Re-programmed the school to schedule targeted instruction.

5.2 DTSDE Findings: Although the school used data to implement various programs and activities to promote social and emotional developmental health, we do not have a comprehensive system of data analysis in place to address and sustain the social and emotional developmental health of all students. Over a three-year period, a review of OORS indicates an increase in the number of behavioral incidents entered into the system. The lack of overarching systems and partnerships interferes with the coordination of meeting the academic, social and emotional health needs of all students and the school’s ability to address school-wide and individual barriers to growth and success.

5.2 DTSDE Recommendations: The school must put systems in place to analyze data to address and sustain the social and emotional developmental health of all students.

The school must put a system in place to analyze data in OORS to identify patterns of occurrences and root causes for the increase in behavioral incidents.

While there are currently programs in place to address social and emotional health needs, the school must develop a system to assess the impact and effectiveness the programs have on student success.

5.3 DTSDE Findings: While the school has programs in place to address social emotional developmental health including the establishment of advisory programs and development of a Code of Collaboration in classrooms, we have not evaluated the effectiveness of the programs to determine if their implementation has resulted in academic or behavioral success for students.

The school community does not promote a vision for social and emotional developmental health nor has it analyzed data to identify and address the causes of student behavioral issues. As a result, the establishment of a safe, healthy environment is hindered.

5.3 DTSDE Recommendations: Data must be analyzed to identify and address patterns and the root causes of behavioral issues to establish a safe, healthy environment that promotes the social and emotional well being of all students including those identified as at risk.

The school must put systems in place to evaluate the effectiveness of the advisory program and the implementation of the Code of Collaboration to determine if the programs have led to academic or behavioral success for students.

5.4 DTSDE Findings: Despite the fact that the school has begun to develop and implement programs to promote a safe and healthy learning environment, there has been an increase in the number of discipline incidents entered into OORS.

Students indicate that while they feel generally safe in the school, bullying does go on in the building.

Teachers, parents and students interviewed struggled to articulate the work being done to ensure that all students have the social and emotional developmental skills necessary for success.

5.4 DTSDE Recommendations: Programs must be implemented, school-wide, to promote a healthy learning environment for all students. Activities and programs must provide students with the social and developmental tools needed to be successful.

5.5 DTSDE Findings: During IIT interviews, it was found that the school does not have a system in place to analyze social and emotional developmental health data and correlate data with social and academic success. While data is collected, a system does not exist where the data is analyzed and used to evaluate programs, and provide feedback for the purpose of improving student outcomes.

Our lack of a comprehensive data-driven system for the promotion of social and emotional developmental health limits our ability to use data to effectively address school-wide and student needs.

5.5 DTSDE Recommendations: DTSDE recommendations include the implementation of a system of data analysis to evaluate programs and provide feedback and next steps for the purpose of improving student outcomes.

In order to address student and school-wide social and emotional developmental health needs and maximize academic and social success the school must adopt a comprehensive, data-driven system for the promotion of a safe and healthy educational environment for all students.

This needs assessment informed the development of the annual goal listed below.

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.

During the 2014 – 2015 school year, P.S. 89 will implement a positive behavior program (PBIS) with social emotional counseling in collaboration with school-based sports and arts programs that will result in a 10% reduction in the number of incidents occurring in school as evidenced through OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The School Safety Team will meet routinely to analyze incidents entered into OORS. The team will examine the root causes of occurrences, time, location, persons involved, and consequences in order to design systems to reduce behavioral incidents.</p>	<p>Safety Team (Administrators, Deans, parents, teachers, students)</p>	<p>November 2014 – June 2015</p>	<p>AP of Safety,</p>
<p>School guidance counselors will utilize data from OORS and anecdotal records from classroom teachers, and ILog (ATS) to select classes and small groups of students to present workshops and activities on social emotional learning. Workshop themes will include: managing emotions, self-awareness, responsible decision making, forming positive relationships, showing understanding and empathy.</p>	<p>At-risk students, classes</p>	<p>September 2014 – Jun3 2015</p>	<p>Guidance Counselors</p>
<p>The school will utilize data to implement and evaluate a school-wide PBIS program to address the social and emotional developmental health needs of students and maximize academic and social success.</p>	<p>Students</p>	<p>January 2015 – June 2015</p>	<p>Guidance counselors, Teachers Administrators, Deans</p>
<p>P.S. 89 will kickoff its Sustainability Initiative in November 2014. The Green Team consisting of staff and students will begin to talk to the school community about ways we can help save our planet. Students will take responsibility for implementing school-wide activities, including recycling, energy conservation, and the sustainability art contest.</p>	<p>Students Staff</p>	<p>Nov. 2014 – June 2015</p>	<p>Teachers Administrators</p>
<p>Students will participate in a school-wide anti-bullying initiative. Guidance counselors will introduce the program in assemblies and class workshops. Students will sign an anti-bullying pledge.</p>	<p>Students</p>	<p>Sept. 2014 – June 2015</p>	<p>Guidance counselors Teachers</p>

Primary grades will participate in character education workshops weekly to develop social emotional skills, including responsibility, kindness, empathy, respect and trustworthiness.	K – 2 Students	September 2014 – June 2015	Guidance counselors
A student survey will help staff identify and implement afterschool programs students would be interested in attending, including: sports, arts, STEM Club, robotics and fitness.	Students – Grades 3-8	Nov. 2014 – June 2015	Administrators Teachers
Grade bands will host monthly student recognition assemblies to acknowledge and encourage positive social and academic behaviors.	Students	Sept. 2014 – June 2015	Teachers Supervisors

Part 4 – Resources Needed

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

- Student recognition incentives
- Per Session- Afterschool Clubs
- PBIS Program
- PBIS Consultants

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015 the School Safety Team will analyze and compare the number of incidents occurring Sept. 2013 – Feb. 2014 to the number occurring Sept. 2014 – Feb. 2015 to determine progress towards reduction in the number of incidents occurring school-wide.

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

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

While school-wide data has indicated a reduction in the number of incidents entered into OORS from Sept. 2014 – Jan 2015, The SLT and Instructional Cabinet determined that we needed to adjust our calendar for the rollout of PBIS. In order to ensure the program’s success more time was needed to train staff and introduce families to the program. The additional time affords us an opportunity to visit other schools and provide PD for all members of the staff. The program is scheduled to commence in March 2015.

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.

NYS ELA Assessment Data – 2014: Results on the 2014 ELA State Assessment indicate that while students have made progress, 12.65% of all students tested scored Level 3, with only 2.32% of all students tested scoring Level 4. In terms of our ELLs, 3.36 % scored at Level 3 with 0% scoring at Level 4. Students With Disabilities fared worst with 2.70% achieving Level 3 and .54% scoring Level 4.

In terms of the Capacity Framework – Collaborative Teachers/Tenet 4, the DTSDE final report notes that P.S. 89 is Developing in this area. Teachers did not consistently provide multiple entry points to address the needs of all students, including ELLs and SWDs.

School strengths in this area include,

- Common planning periods are embedded within teacher programs so teams have a regular opportunity to develop CCLS aligned units and lesson plans. During planning sessions teachers utilize assessment data to identify students needs, develop instructional goals, and share instructional strategies to address the goals and needs identified.
- Classrooms have developed a shared vision and Code of Collaboration, including student voice on behavioral expectations.
- The school has a variety of data sources available for teacher teams to use to develop and adjust instruction.

4.2 DTSDE Findings: While visiting classrooms the IIT noted a limited use of higher order questioning as well as low student engagement.

While students were in groups, the groups were formed based solely on reading levels. The activities/tasks were

not differentiated or scaffolded to provide multiple entry points to meet student needs.

The implementation of instructional plans does not always include differentiation; therefore students do not consistently have opportunities to experience instruction that promotes high levels of student engagement and inquiry.

4.2. DTSDE Recommendations: Teachers must implement lessons that include differentiated and scaffolded instruction to meet the needs of all students.

Teachers need to adjust packaged lessons (Core Knowledge, Go Math, Expeditionary Learning, etc.) to create multiple entry points to facilitate thinking and achievement.

Students, across all grade levels, must be provided with opportunities to answer and formulate higher order thinking questions.

Groupings of students within classes should be flexible, based on needs or abilities, with differentiated activities/tasks assigned to each group.

4.3 DTSDE Findings: Despite the fact that teacher teams have developed units of study and lesson plans, during classroom visits teachers did not fully implement plans as designed. Although plans indicated that students would be engaged in a variety of activities the IIT found that students were often engaged in the same activity.

Although students were physically grouped, they often worked independently within their group. There was no differentiation of assignments.

The CCLS aligned lessons and daily instruction does not include the implementation of differentiated instruction, or ensure multiple entry points for all students.

4.3 DTSDE Recommendations: To ensure the achievement of targeted goals daily instruction must include:

- Implementation of differentiated tasks/activities for groups of students
- Lessons should include multiple entry points for all students, taking in the needs of ELLs and SWDs.

4.4 DTSDE Findings: Each classroom developed a shared vision and Code of Collaboration that includes student voice on behavioral expectations. However a review of the OORS system indicated that between September 2012 and February 2013, 113 behavioral incidents were reported. The majority of the incidents took place in classrooms despite the creation of Code of Collaboration. During classroom visits the IIT found that students called out answers in many classrooms.

Most lesson plans reviewed included questioning strategies, however classroom visits noted missed opportunities by teachers to use questioning strategies to promote thinking and problem solving. Most questions required a one-word response.

Instruction was not differentiated to support student strengths or accommodate individual needs.

4.4. DTSDE Recommendations: To establish classroom environments that promote student engagement and inquiry we must reduce the number of behavioral incidents occurring in classrooms and implement lessons that promote higher order thinking, include instructional differentiation and multiple entry points and engage students.

4.5 DTSDE Findings: The school has a variety of data sources available to teacher teams to use, develop and adjust instruction, however the school does not use data to determine trends of student progress, especially for at-risk students.

Lesson plans did not include specific interventions for students based on data analysis for individual students.

A review of rubrics used to evaluate student work were found to be inconsistently applied and did not include components to communicate individual feedback to students on performance, progress or next steps for improvement.

A comprehensive system of data collection, analysis and monitoring is needed to address student academic needs

and adjust lessons.

4.5 DTSDE Recommendations: Feedback to students must be consistent and include information on performance, progress and next steps for improvement.

Teachers must analyze data to determine trends of student progress and adjust instruction according to student needs.

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, all students including ELLs and SWDs will work towards achieving State Standards in ELA and math as measured by a 5% increase in students meeting promotional criteria on NYS ELA and Math assessments as measured by pre-post results in 2014 and 2015. Professional development will be provided so teacher teams begin to use formative assessment tools to monitor student progress and understanding of content specific skills as well as analyze data to determine trends and make informed decisions regarding instructional adjustments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To improve student achievement in ELA and mathematics the following extended-day programs will be offered to students:</p> <ul style="list-style-type: none"> • Adventures into Reading (Grade 2) • Saturday Literacy/Math Academy (Grades 3 – 8) • ELL After-school/Saturday Literacy/Arts Program (Grades 3 – 8) • Regents Preparation (Grade 8) 	<p>Grade 2 assessments, Bottom 1/3, “pushables”</p> <p>Students scoring in the bottom third on ELA and math State Assessments</p> <p>Students scoring at the beginner/intermediate level on the NYSESLAT</p>	<p>November 2014 – April 2015</p>	<p>Administrators, teachers</p>
<p>Teacher teams will adopt a protocol to analyze data and make adjustments to units and lessons to meet the needs of all students. During common planning periods teachers will use formative and summative assessment data to create lessons and activities that provide access to all students. Teams will store adjustments in curriculum binders and</p>	<p>Teacher teams</p>	<p>October 2014 – June 2015</p>	<p>Supervisors</p>

submit information to Supervisors bi-weekly.			
Professional development activities including workshops, and inter-visitations will provide teachers with the tools needed to: <ul style="list-style-type: none"> • Develop higher order questions • Prompt student discussions in class • Create differentiated lessons with multiple entry points and interventions for ELLs and SWDs • Utilize data to make adjustments to lessons from Core Knowledge, Expeditionary Learning Go Math and CMP3. • Utilize formative assessments to form flexible groups based on student needs. • Develop student Learning Centers • Implement guided reading lessons to small groups • Develop rubrics across all grades and disciplines to evaluate student work. • Implement <i>Reciprocal Teaching</i> strategies to students across all grades 	Teachers, Para-professionals	Sept. 2014 – June 2015	CEI-PEA consultants, Supervisors, coaches
Teachers will implement lessons as part of PBIS to reduce the number of incidents occurring in classrooms and resulting in the disruption of instruction.	Students	January 2015 – June 2015	Teachers
To ensure that middle school students receive immediate feedback teachers will use Edmodo and Google Drive	Students	Nov. 2014 – June 2015	Teachers

Part 4 – Resources Needed

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

- Per session for extended-day programs
- Sub teachers for inter-visitations
- Supplies for PBIS lessons

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

In February 2015 the Data Team will present a comprehensive analysis of January 2015 school-wide assessments, including NYC Assessments on Schoolnet, and the writing benchmark to determine school-wide progress in increasing the percent of students meeting promotional criteria.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	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.

In terms of the Capacity Framework – Effective School Leadership/Tenet 2, the DTSDE final report notes that P.S. 89 is Developing in this area.

Our strengths in this area include:

- Stakeholders within the school community developed the school vision statement, and SCEP collaboratively.
- During ITT interviews teacher teams reported that multiple formative and summative assessments are administered and analyzed to adjust instruction to meet the needs of all students and improve student outcomes.
- The school identified the use of data to plan differentiated interventions based on students' skills.
- Hiring decisions and staff assignments make the best use of human resources to achieve school improvement and student goals.

2.3 DTSDE Findings: School leaders have begun to utilize protocols to collect and analyze data. The IIT noted that activities used to examine and improve student outcomes include, collecting data, conducting teacher observations, analyzing student assessment data and providing targeted professional development.

School leaders have not developed systems to ensure consistent use of data to improve practice and achieve goals. Evidence-based systems to examine and improve individual and school-wide practices are in the developing

stages.

The school is in the early stages of data-driven inquiry. Teacher teams look to connect best practices to student achievement.

2.3 DTSDE Recommendations: While school leaders are beginning to use protocols for collecting and analyzing school-wide data, a consistent system must be put in place, which includes using data to improve teacher practice and the achievement of student goals.

2.5 DTSDE Findings: The current electronic tool used to conduct formal and informal observations provides immediate feedback on formal observations. However the school leadership is not tracking or providing feedback on informal observations.

An IIT review, of examples of feedback, indicated that observations did not include an evaluation of specific practices, or provide targeted feedback on instructional practice.

While teachers participated in a variety of professional development opportunities, school leaders did not follow up on post PD implementation or recommendations for next steps.

The school leader was unable to verify whether all SCEP goals were on target for achievement by the end of the school year.

2.5 DTSDE Recommendations: It is recommended that school leaders develop a system that includes tracking formal and informal observations, targeted written feedback, targeted professional development and follow-up after professional development activities.

This needs assessment informed the development of the annual goal listed below.

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.

During the 2014 -2015 school year administrators will conduct teacher observations utilizing the Danielson rubric, with targeted feedback which will result in a 5% increase of teachers moving their overall rating from Developing to Effective on the HEDI scale.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development activities will be based on the analysis of the results of informal teacher observations on the Advance system. Administrators will analyze information in</p>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Administrators, coaches, CEI-PEA consultants</p>

Advance to make decisions regarding the needs of individual and teams of teachers.			
Effectiveness of professional development activities will be evaluated by administrators, utilizing targeted observations, teacher reflections, and conferring with teachers. Teachers will receive written feedback from formal observations (Advance) and snapshots (Walkthroughs).	Teachers	Sept. 2014 – June 2015	Administrators
The administrative team will develop a system to monitor student progress towards meeting individual and school goals. The system will include a calendar of school-wide assessments, as well as time to analyze the data and make curriculum adjustments based on student achievement. We will adopt the process outlined below: <ul style="list-style-type: none"> Identify and Administer Assessments (Schoolnet baseline, MOSL, In-house Writing Baseline Go Math baseline, Fountas & Pinnell, running records- September 2014: Assemble Team (s) to analyze data – September 2014 Use Information Garnered to Inform Instruction – October 2014 – January 2015 Develop Formative Assessment Tools (Assess standards taught)- October 2014 – January 2015 Re-test in January and March 2015 and repeat process 	Administrative team	Sept. 2014 – June 2105	CEI-PEA consultants Data Specialist
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Part 4 – Resources Needed

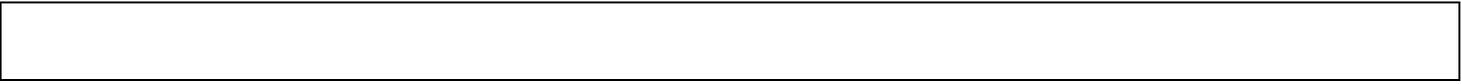
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session- Grade teams analyze data from formative assessment and make curriculum adjustments.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		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: <ul style="list-style-type: none"> 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. 				
At the beginning of February 2015 administrators will use the Advance system data and teacher observations to determine progress towards increasing the number of teachers moving from Developing to Effective.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> 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.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

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

In terms of the Capacity Framework – Strong Family-Community Ties/Tenet 6, the DTSDE final report notes that P.S. 89 is Developing in this area.

In the area of Strong Family-Community Ties, the school’s strengths lie in the following areas:

- The atmosphere in the school is welcoming, and encourages families to engage with school leaders and teachers to increase student success.
- The school promotes an open door policy which families find welcoming.
- 94% of all parents completing the NYC School Survey feel welcome in the school.
- Through Learning Leaders parents are trained and have opportunities to volunteer in the school.
- The school offers ESL classes to parents and other members of the community.

6.3 DTSDE Findings: While the school community is diverse, communications home are not written in multiple languages so all families can understand what is being transmitted. Informational materials, including report cards, are sent home only in English.

The online system, Jupiter Grades, which gives families access to student academic information, is only available in English. As a result non-English speaking families have limited access to students’ academic progress.

6.3 DTSDE Recommendations: It is recommended that the school effectively plan to communicate with community stakeholders in multiple languages. Families must have access to information regarding student's progress in multiple languages so they can monitor student progress, understand and support student's progress towards academic benchmarks and goal achievement.

6.4 DTSDE Findings: Information provided to families about community –based organizations is only provided in English thus limiting their ability to utilize the resources to promote academic, social and emotional developmental health and success of all students.

The school does not provide PD for the entire staff related to developing and maintaining partnerships with families and the community.

ESL classes are offered to families to support English language acquisition.

6.4 DTSDE Recommendations: The school should provide professional development opportunities for all staff on topics related to developing and maintaining partnerships with families and the community.

Communication to all families should be in appropriate languages to ensure that families and the community play a larger role in promoting academic and social and emotional developmental health.

6.5 DTSDE Findings: Our school offers data to families in multiple formats and the PTA provides learning opportunities to parents/guardians, however all communication is conducted in English and not accessible to the large number of families who speak languages other than English.

A review of PTA attendance sheets indicates that attendance is extremely low with 10 – 15 parents in attendance some months and 5 -6 parents other months. In a school of over 1300 only two parents attended one parent workshop.

6.5 DTSDE Recommendations: It is recommended that the school share data in multiple languages so families have a clear understanding of student learning needs and success.

While the PTA monthly meetings and workshops provide families with information on various topics, non-English speakers do not have an opportunity to take full advantage of the information shared. Meetings should include translators to accommodate our families and ensure that they are empowered to advocate for their children.

This needs assessment informed the development of the annual goal listed below.

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.

During the 2014 – 15 school year there will be increased opportunities for parent engagement through the use of multilingual forms of communication so families feel welcome and encouraged to engage with the school, resulting in a 10% increase in the number of families participating in family activities.

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

<ul style="list-style-type: none"> 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 			
All forms of communication sent home will be translated into multiple languages to accommodate and engage our diverse population.	Families	Sept. 2014 - 2015	Multilingual staff (teachers, Para-professionals) Bilingual Parents
Translators (Spanish, Albanian, Arabic) will be available for families during parent- teacher conferences, PTA meetings and workshops.	Families	Sept. 2014 - June 2015	Multilingual staff (teachers, para-professionals) Bilingual Parents
Staff will participate in workshops designed to help us develop and maintain partnerships with families and the community.	All staff	Sept. 2014 - June 2015	CEI-PEA Family Engagement Consultants
To accommodate the community, workshops will be available multiple times to ensure maximum participation.	Parents	Sept. 2014 - June 2014	Administrators, PTA Executive Board

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> DOE Translator for written communication Per Session for in-house translators Supplies for multilingual workshops Pre-post attendance data for workshops and PTA meetings

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: <ul style="list-style-type: none"> 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. 				
At the end of January, the data team will analyze attendance data from the previous school year (Sept. 2013- Jan. 2014) and this year to determine if there has been an increase in the number of families participating.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> 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)/Humanities	Classroom observations, Common assessments State ELA Assessments	Small group/guided reciprocal teaching	Small group (5) One to one conferencing Mainstreaming	Before, during and after school Saturday Academy Online at home
Mathematics	Classroom observations, Common assessments State ELA Assessments	Math intervention kits Reciprocal Teaching Interaction via technology	Small group (5) One to one conferencing Mainstreaming	Before, during and after school Saturday Academy Online at home
Science	Classroom observations, Common assessments State ELA Assessments	Small group/guided reciprocal teaching, reading in the content area of science	Small group (5) One to one conferencing	Before, during and after school Saturday Academy: Project-based learning
Social Studies	Classroom observations, Common assessments State ELA Assessments	Small group/guided reciprocal teaching, reading in the content area of social studies	Small group (5) One to one conferencing	Before, during and after school Saturday Academy: Project-based learning
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance Records (ATS) OORS reports Common Assessments Parental input Student Portfolios	Small group guidance Whole class intervention w/ guidance team School-wide PBIS	One on one conferencing Anti-bullying Initiative	Pull-out, push-in sessions

11X089 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1478	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	12	# SETSS	N/A	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	11	# Drama
				9
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	92.2%	
% Free Lunch	66.9%	% Reduced Lunch	0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities	20.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	24.6%	
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander	6.9%	
% White	16.8%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	4.62	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4	17.1%	
Science Performance at levels 3 & 4 (4th Grade)	47.6%	Science Performance at levels 3 & 4 (8th Grade)	44.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	93.5%	
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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
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			

11X089 School Information Sheet Key

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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	12	# SETSS	N/A	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	11	# Drama
				9
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	92.2%	
% Free Lunch	66.9%	% Reduced Lunch	0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities	20.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	24.6%	
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	4	
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Personnel (2013-14)				
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Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4	17.1%	
Science Performance at levels 3 & 4 (4th Grade)	47.6%	Science Performance at levels 3 & 4 (8th Grade)	44.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	93.5%	
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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
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			

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Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	11	# Drama	9
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.5%	% Attendance Rate		92.2%	
% Free Lunch	66.9%	% Reduced Lunch		0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities		20.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		24.6%	
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Personnel (2013-14)					
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ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4		17.1%	
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.5%	
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		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		YES	
Students with Disabilities	YES	Limited English Proficient		YES	
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				

11X089 School Information Sheet Key

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Types and Number of Special Classes (2014-15)				
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				9
# Foreign Language	N/A	# Dance	N/A	# CTE
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School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	92.2%	
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Racial/Ethnic Origin (2013-14)				
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	93.5%	
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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
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			

11X089 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1478	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	12	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	11	# Drama	9
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.5%	% Attendance Rate		92.2%	
% Free Lunch	66.9%	% Reduced Lunch		0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities		20.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		24.6%	
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%	
% White	16.8%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.62	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4		17.1%	
Science Performance at levels 3 & 4 (4th Grade)	47.6%	Science Performance at levels 3 & 4 (8th Grade)		44.6%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.5%	
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		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		YES	
Students with Disabilities	YES	Limited English Proficient		YES	
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				

11X089 School Information Sheet Key

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	11	# Drama
				9
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	92.2%	
% Free Lunch	66.9%	% Reduced Lunch	0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities	20.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	24.6%	
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander	6.9%	
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	4	
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%	
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	93.5%	
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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
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			
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American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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				19
Types and Number of Special Classes (2014-15)				
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				9
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
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% 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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

- 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.

School administrators work with the Department of Human Resources to ensure that all teachers are highly qualified. Partnerships are formed with local colleges to identify new staff and administrators attend hiring fairs sponsored by the DOE.

The following outlines the strategies used by staff in support of hiring and retaining highly qualified teachers:

- Hiring Committee is established, including administrators, teachers and coaches
- The hiring committee develops questions and scenarios specific to the position open
- Once a new teacher is hired a mentor is assigned to support the teacher
- New hirers are invited to join the Principal for weekly New Teacher Meetings
- Teachers are assigned to teacher teams
- Supervisors provide inter-visitation schedules for new teachers
- Internal and external professional development opportunities are offered to staff including a Summer Institute
- Tenure preparation sessions with the Principal are offered

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).

The strategies and activities listed below have been put in place to ensure that staff receives high quality professional development to improve instruction, thus enabling our students to meet the Common Core Learning Standards:

- Supervisors conduct ongoing feedback aligned with the Danielson Rubric
- Supervisors in collaboration with teachers develop individual professional development plans for teachers
- Supervisory staff meet individually with staff to review student data and develop plans for improving both instruction and student achievement.
- Teacher teams are scheduled for common planning periods to design and adjust curriculum in alignment with CCLS.
- In-house and CEI-PEA professional development activities are scheduled year-round to support teachers and para-professionals
- Inter-visitations are scheduled so teachers can observe best practices within the school and at other

schools.

- Paraprofessionals are trained to use Great Leaps, STARS and STAMS, and other interventions as part of the AIS program.
- Teacher teams adjust units and lessons on an ongoing basis to meet the needs of ELLs and SWDs.
- Teachers provide feedback on professional development activities and suggest next steps.
- Administrators monitor the effectiveness of PD activities in the classroom through formative observations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Pre-K teachers work collaboratively with kindergarten teachers throughout the year. Weekly Primary Team (Pre-K – 1) professional development activities permit teachers to be trained together while having opportunities to discuss curriculum and student needs. Pre-K teachers are scheduled for inter-visitations in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten.

Monthly parent workshops focus on skills students will need upon entering kindergarten. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.

The pre-k social worker, assigned to the school weekly, provides parents with information regarding academic and social expectations for kindergarten.

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.

Teacher teams work collaboratively to develop formative and summative assessment instruments. Teachers on the MOSL Team determine appropriate school-wide measures. All staff members have received professional development on utilizing data from assessments to drive instruction and group students.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, an Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	256,385	X	11, 15, 19, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$256,385	X	11, 15, 19, 23
Title II, Part A	Federal	\$160,594		
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$117,791		19, 23, 27
Tax Levy (FSF)	Local	\$7,437,352	X	15, 19, 27

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

P. S. 89 – THE WILLIAMSBRIDGE SCHOOL 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 our school. Therefore, P.S. 89, 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 our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 89'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. Our 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 our 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. The school will maintain this information.

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, our 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 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 schools 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 our 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, Michelle Gallo, or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Gallo 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. The following workshops and activities will be facilitated by the Parent Coordinator, PTA and school staff:

1. PTA Meetings – Monthly
2. Technology- ARIS- Jupiter Grades – November/December 2014

The following parent workshops will be facilitated by the Leadership Program throughout the year:

1. Successful Communication – Family Talk
 2. Coping With Change
 3. Responding to Challenging Behaviors
 4. Keeping it Cool – Managing Conflict and Anger
 5. High School/College Search
 6. SMART Goal Setting – Prioritizing and Organizing Life
 7. Time Track – Techniques for Managing Time at Home & Work
 8. Common Cents – Financial Management
 9. Safe Streets Drug/Gang Awareness
 10. Empowerment and Motivation
- 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 20th 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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;

***P.S. 89 ~ THE WILLIAMSBRIDGE SCHOOL
SCHOOL-PARENT COMPACT***

P.S. 89 – Williamsbridge School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 20th 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 89 Bronx</u>	DBN: <u>11X089</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 2
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 89 has a diverse ELL population. We service 303 (20% of the student population) ELL students with various levels of language and academic needs. We have provided English as a Second Language instruction to provide scaffold instruction. However, we have intermediate and advanced ELLs who are still not meeting AYP as a subgroup. Our long term ELLs are not meeting AYP. The data shows that the students are not mastery the grade appropriate CCLS. It also shows that the ELL students that made progress in English Language Acquisition was 54.70%, however, the other 17% needs to make progress. Only 10 students attained proficiency on the NYSESLAT making it 11% that need to pass the test. The AMAO 2 states that we need to increase 11% in order to become proficient in the NYSESLAT and test out of ESL. Language development is a barrier that consistently impedes in their reading, comprehension and writing. Based on the AMAO 1 and 2, the goal is that by June 2015, the intermediate and advance ELLs will make progress in the English Language Acquisition to increase the performance level on the NYSESLAT and score a Level 2 on the ELA statewide exam.

This school year, 2014-2015, we will provide an after-school program that will provide students (Intermediate and Advanced) in grades 3-8 with academic interventions in ELA and Math. The students will have direct English instruction in ELA and Math. They will attend the after school program from 2:50-4:50 PM every Wednesday and Thursday. Our after school will begin on November 5, 2014 and end in January, 2015. The number of sessions for the after school program will be 16 sessions. They will receive one hour of ELA instruction and one hour of Math instruction. There are 15 students per grade. There are a total of 6 classes. There are 6 content area teachers and there will be an ESL teacher pushing into each group for 20 minutes.

This will provide the small group instruction that is needed to build on the strengths/potential of the students and provide differentiation to address the gaps. We will use ESL strategies as well as reciprocal teaching to promote their literacy skills and language development. We will be using Progress student workbooks to practice active reading strategies/skills to help the students with comprehension, Just Words, and Imagine Learning computer-based program.

During Saturday Academy will be provide direct instruction. Saturday Academy will begin on November 8, 2014 and end March 20, 2015. The program will run for 15 sessions. We will service intermediate and advanced ELLs. Saturday Academy will be from 8:30- 12:00 PM. The ratio in each class consists of 1:15. We have 6 content area teachers providing instruction and one ESL teacher pushing in for (20) minutes in each class.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: [Professional Learning Plan:](#)

Based on the data, ELL students are not meeting AYP for the past three years. The AMAO Status Estimates for our school based on the Spring 2014 NYSESLAT states that 119 ELLs are at a risk factor of level 3 or greater and 75 are at a risk level 5 or greater. 23 ELL students scored at or below 25th growth percentile and scored at level 1 and 2 in ELA and 26 in Math. There is a pattern of the long term ELLs not becoming proficient and testing out of ESL. There are 41 students who have been serviced for 5 or 6 years and 24 long term ELLs. The probing question that comes out of this data is what best practices can we implement to meet the needs of our ELLs in the content area classrooms. We have incorporated teacher teams and the inquiry cycle during the day, however, this is not enough. Teachers are focused on covering the curriculum, pacing and meeting the mandates. There exists growing evidence that most schools are not meeting the challenge of educating these students well.

We have decided to adapt the SIOP method to drive instruction for our ELLs. It gives the teachers the opportunity to strength ESL strategies in the classroom to close the achievement gap. The purpose of the SIOP framework is to make content and language comprehensible for English learners. The SIOP framework is a well- articulated model of instruction for planning and implementing lessons that help educators provide ELLs with access to grade level content standards, develop academic English skills and prepare students to be college and career ready. In order for teachers to buy into implementing the SIOP framework, proper professional development will be needed. The assistant principal, Darlene Teron will be providing professional development using a professional toolkit from: Making Content Comprehensible for English Learners (The SIOP Model) J. Echevarria, M. Vogt and D. Short Based on the observations and feedback, the assistant principal will provide professional development to support the teachers in implementing the SIOP model effectively.

PD Topic Duration Facilitator/Tentative Date

Coaching: Showing the teachers how to refine his/ her teaching to help teachers make instructional adjustments, staying focus when planning and preparation 1 session for an 1.5 hour AP Teron/ November 11, 2014

ELLs discuss what teachers do to make learning easier (Discussion protocols) 1 session for a 1.5 hour AP Teron/November 18, 2014

Getting Started with SIOP 2 sessions for an 1.5 hour AP Teron/December 2, 2014

How does the SIOP Model benefit content area teachers? 1 session for an 1.5 hour AP Teron/December 9, 2014

How is the SIOP Model Coherent with the Common Core State Standards? On-going using the

Part C: Professional Development

resources and making instructional adjustments based on formative assessments AP Teron/December 16, 2014-April 2015

How will developing oral language help create students that are college and career ready?

On-going using the resources Just Words and the assessments to address this in the planning and preparation stage AP Teron/January 6, 2015

Impact on Students On-going in teacher teams and inquiry group as well as looking at data to check, monitor, and track data to make instructional adjustments AP Teron/January-April

Implementation On-going AP Teron/Nov-April

Revisiting and Refining the SIOP Model to fit the needs of our students On-going AP Teron/Nov.-April

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement Plan:

Parent involvement is critical to the success for our ELL population . Parents will be provided with the following in an effort to increase their involvement in their children’s education and to accomplish our literacy goal(s). We will:

☐ On-going communication regarding programs, services, and academic supports that will enhance and support their child’s skills and progress (Interpreter will be provided)

☐ Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events

☐ Written, verbal and on-line progress reports that are periodically given to keep parents informed of their child’s progress in their native language

☐ Immediate and on-going outreach and guidance support to help parents swiftly address and support the holistic needs of their children (Interpreter will be provided)

It is evident when there is a positive and convincing relationship between family engagement and benefits for children, it improves academic achievement. This relationship holds across all families regardless of their socioeconomic status, race, ethnicity, or levels of educational attainment.

When parents and school staff work together to support learning, students:

Part D: Parental Engagement Activities

- (1) Earn higher grades and test scores;
- (2) Enroll in higher-level programs;
- (3) Are promoted more and earn more credits;
- (4) Adapt better to school and attend more regularly;
- (5) Have better social skills and behavior; and
- (6) Graduate and go on to higher education.

We are also learning that family and community engagement have a positive impact on school improvement and reform. There is now solid research demonstrating the benefits of community involvement for schools, families and students, including improved achievement and behavior. The impact of good school-community partnerships includes:

- (1) Improved school leadership and staffing;
- (2) Higher-quality learning programs for students;
- (3) New resources and programs to improve teaching and curriculum;
- (4) Resources for after-school programs and family supports; and
- (5) Increased community awareness.

Implementing the above will improve our relationship with our ELL community as well as achieve our literacy goal to close the achievement gap.

Topics When Workshop Given By/Tentative Date

Getting to know the CCLS

Once a month AP Teron

Bessa Gecaj, Interpreter/October 16, 2014

Why Change the NYSESLAT?

Once a month Teacher

Bessa Gecaj, Interpreter/November 20, 2014

Why is it important to build on vocabulary?

Once a month Teacher

Bessa Gecaj, Interpreter/January 22, 2015

Getting to Know your child's needs: Issues of Reading and Assessments

Once a month AP Teron

Bessa Gecaj, Interpreter/February 26, 2015

Walkthrough: What is my child expected to do? Once a month AP Teron

Bessa Gecaj, Interpreter/March 19, 2015

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$30804

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 89
School Name The Williamsbridge School		

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

Principal Ralph Martinez	Assistant Principal Jared Kreiner
Coach Jaime Ciffone	Coach Avgerine Katechis
ESL Teacher Brittany Velazquez	Guidance Counselor Jane DeBlasio
Teacher/Subject Area LaRissa Kuszajewski/Math	Parent Anette Alvarado
Teacher/Subject Area Jennifer Carnovale/ELA	Parent Coordinator Brenda McFarlane
Related Service Provider Janine McCarthy	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.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1420	Total number of ELLs	258	ELLs as share of total student population (%)	18.17%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	163	ELL Students with Disabilities	36
SIFE	19	ELLs receiving service 4-6 years	56	Long-Term (completed 6+ years)	24

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	163	17	16	56	2	16	24		7	243

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	163	17	16	56	2	16	24	0	7	243
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	18	15	18	23	11	19	12	14					134
Chinese						1			1					2
Russian														0
Bengali														0
Urdu			3	2	1	2	1	1	3					13
Arabic		4	4	3	1	2	6	4	4					28
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian	2	6	6		4	6	3	3	2					32
Other				3		2	2		2					9
TOTAL	6	28	28	26	29	24	32	20	26	0	0	0	0	219

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	6	2	4	6	1	5	6	2					34
Intermediate(I)	4	11	12	8	11	6	9	4	7					72
Advanced (A)	0	11	10	15	9	16	18	10	15					104
Total	6	28	24	27	26	23	32	20	24	0	0	0	0	210

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	12	11	2	0	25
4	22	8	1	0	31
5	16	6	1	0	23
6	16	3	0	0	19
7	18	10	0	0	28
8	14	2	1	0	17
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		11		3		2		30
4	18		8		4		0		30
5	19		7		4		0		30
6	18		4		0		0		22
7	21		9		0		1		31
8	10		13		1		0		24
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		15		0		30
8	14		9		2		0		25

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools our school uses to assess the early literacy skills of ELLs are NYC ELA Performance Assessment, iready, DRP: Degrees of Reading Power, and Fountas and Pinell. The insights provide the language acquisition level, as well as students' knowledge and performance of decoding skills and comprehension of a variety of grade level materials. These results allow us to evaluate where

our ELLs stand with regards to their English speaking peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of the LAB-R data that most students are at the beginner level. A close of the NYSESLAT beginning in the sixth grade tend to plateau in reading and writing at an intermediate and advanced levels of English proficiency.

An analysis of the 2013 NYS ELA assessment for the ELLs revealed the following information:

- In grade 3, 0% of ELL students scored at level 3 or 4.
- In grade 4, .8% of ELL students scored at level 3 or 4.
- In grade 5, 0% of ELL students scored at level 3 or 4.
- In grade 6, 0% of ELL students scored at level 3 or 4.
- In grade 7, 0% of ELL students scored at level 3 or 4.
- In grade 8, 0% of ELL students scored at level 3 or 4.

In comparing data, .6% of our current ELL students scored a level 3 or 4 as compared with 16.4% of the remaining students school-wide scoring at level 3 or 4.

A similar analysis of the 2013 NYS Mathematics assessment for the ELLs revealed the following:

- In grade 3, 0% of ELL students scored at level 3 or 4.
- In grade 4, 3% of ELL students scored at level 3 or 4.
- In grade 5, 1.4% of ELL students scored at level 3 or 4.
- In grade 6, 2.4% of ELL students scored at level 3 or 4.
- In grade 7, 0% of ELL students scored at level 3 or 4.
- In grade 8, 1.1% of ELL students scored at level 3 or 4.

In comparing data, 7.1% of our current ELL students scored a level 3 or 4 as compared with 14.4 of the remaining students school-wide scoring at level 3 or 4.

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](#))

Assessment data clearly indicates what is well known about language acquisition, the skills involved in speaking and listening will be acquired before the skills needed for reading and writing. Teachers of ELL students need to provide them with tools and strategies they can use to move toward proficiency in English. Content area provide scaffolded instruction using the sheltered approach to make content comprehensible and support their academic language development. Teaching students strategies such as utilizing prior knowledge, and the text features of nonfiction to support their understanding in reading is one example of helping these students succeed. Visuals, hand-on activities and rereading are all strategies that are being use to improve reading skills. The use of graphic organizers will assist students in organizing and clarifying writing.

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?

A. In comparing data on the NYS ELA, less than 1% of our current ELL students scored a level 3 or 4 as compared with 16.4% of the remaining students schoolwide scoring at level 3 or 4. Analysis of the different modalities of the NYSESLAT assessment reveals that the majority of ELL students scored at the Advanced and Proficient levels in the areas of Listening/Speaking, while less than half scored at an Advanced or Proficient level on the Reading / Writing part of the exam. In reviewing the LAB-R, it was found that the newly enrolled students are entering the educational school system with NO prior knowledge of the English language orally or in written form. However, the students that were LAB in Spanish dominated the language orally but not in written form.

B & C. Teachers and administrators use the results of the assessments in ELA and Math (including NY State Assessments, ELL Periodic Assessments, Unit tests) to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. Assessment data from the ELL periodic assessment is used to drive instruction within small groups during the school's title III. This provides students with targeted intervention that mee their linguistic needs and push them along the English Language continuum.

Consistently analyzing data is a focus and trend at PS 89. These assessments provide teachers and administrators the progress the

ELLs throughout the school year. It addresses the needs of the students in informing us as to who is progressing and what needs to be re-taught or needs clearer modification. Our school also uses this data to create after school classes to support students in the four modalities of English proficiency.

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](#).)

To provide ELLs with a culturally responsive education with appropriate academic intervention at the varying instructional tiers, our RTI model uses assessment strategically to universally screen students and identify those who are at risk for code-based and meaning-based literacy skills. We strive to provide strong Tier 1 instruction to ELLs with a focus on explicit language instruction. At tier 2, students who have been identified at-risk are provided with academic intervention by instructional specialists and progress is monitored in six week intervals. If academic intervention services is not responding to student needs at tier 2, specialists provided targeted support at tier 3 before initial referral.

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

The school uses data from the ELL periodic assessment, the NYSESLAT and formative assessments to inform instructional decisions. We triangulate the data to make informed decisions on how to best support our ELLs' linguistic and academic needs. In our teacher teams, we include multiple sources of data to surface gaps and provided appropriate academic intervention as needed.

7. For dual language programs, answer the following:

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

N/A

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

Meeting AYP for ELLs is a school goal. Success is also measured by the growth shown on the NYSESLAT and NYS ELA and Math tests. Success is not only measured through formative assessment but also through teacher observation, student portfolios, conferencing and student self-assessment. We analyze the value-added on specific academic interventions and support services on student outcomes by noting patterns and trends in the data to note if the programs and interventions we use are having a significant impact.

Part IV: ELL Identification Process

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

- 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](#).)
 - When an ELL student is admitted into P.S. 89x, the ESL coordinator reviews the Home Language Information Survey to determine eligibility, as per the new regulations. An informal oral interview is given to the child in English given by the ESL coordinator, and if needed, in the child's native language (Spanish). The parent coordinator who is also the designated translation and interpretation liaison provides translation in Spanish. We have a bilingual principal and assistant principal who also support with the ELL intake process. Translated versions of the HLIS is provided to parents along with translated school brochures, etc.

Those students whose home language is other than English are given a formal assessment within 10 days of enrollment with either the LAB-R, Spanish LAB, or both by an ESL teacher or coordinator. Based upon the results of these tests, entitlement is determined, either bilingual education or ESL. All identified ELLs from grades K thru 8th are evaluated by ESL or Bilingual teachers using the NYSESLAT in all four areas: speaking, listening, reading and writing during the month of May. At P.S. 89 we ensure that all ELLs are administered the NYSESLAT annually using the reports for identification from the ATS system. The Speaking portion of the test is administered to each student individually also by an ESL teacher. By mid May, the Listening, Reading and Writing tests are administered as a group (8-10 students each) per section and per grade by an ESL teacher
- 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.

P.S. 89x promotes parental involvement encouraging parents to become active participants in the children's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the fall and spring and monthly parent meetings are provided, and is presented by the ESL and Parent Coordinator in which they view a video in English and then in the parents native language explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent to the homes by backpack in several languages to notifying them. The family worker and attendance teacher make home visits if parents are not responding to school letters. Every effort is made to reach out to parent in order to appropriately place and honor parent choice.

During the meeting, pamphlets in the parents' native languages are distributed to further clarify the programs that are available at P.S. 89x and the DOE. Parents or guardians are also given several compliance letters in their native language (Spanish, Arabic, Albanian, Chinese, Urdu, Bengali, Korean and Punjabi) identifying their child as an ELL student and indicating the language proficiency level for the student. Following a thorough explanation of the programs, Transitional Bilingual, Dual Language and Freestanding ESL by the ESL coordinator, parents are given the opportunity to sign the appropriate entitlement letter (Appendix D) from the LAP kit indicating their program of choice, and placement is made for their child within 10 days.

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 [\[see tool kit\]](#).)
The ESL coordinator along with the ESL teachers keep an updated list making periodic adjustments to ensure that all identified ELL students have a signed an entitlement letter (Appendix D) and the placement letters and are kept on file. These files are kept in the ESL Coordinators office in a compliance binder. Entitlement letter and continued entitlement letters are distributed to families in th the home language of students.
The ESL coordinator updates these list making periodic changes of all new admits making sure the program selection letter are returned. If not returned, parents will be contacted by phone and a second notice will be sent home. If no letter is returned, we attempt to have them sign and select the program of choice during Parent Teacher Conferences or during the dismissal procedure and inform them of the Parent Orientation meetings. At PS 89, 99% of the entitlement letters are returned signed and dated. Our program model is aligned with parental choice.
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.
In cases where Spanish is the dominant language, parents are presented with all of the options. However, if more than 15 students in one grade or two consecutive grades who chose bilingual as a choice and that speak the same languge, PS 89 is prepared to open up a Transitional Bilingual program for those grades. At PS 89X, ESL classes are offered from K through 8. The LAB-R and NYSESLAT assessment scores are used to place identified ELLs in the appropriate ESL level of instruction. At the time of enrollment, program options are explained to parents in their native language, if needed. We record parent choice on the ELPC screen and actively monitor parent choice decisions.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We use the RLER (ATS NYSESLAT eligibility report) to identify students who will take the NYSESLAT. All ESL students are administered the NYSESLAT, this includes our Special Education students. Students in grades K-8 are given the Speaking portion of the test prior to the other three modalities. Since the self-contained ESL teacher cannot administer the Speaking part to their class, another certified ESL teacher conducts this portion. The reading, writing, and listening sections are given on three separate days. The school community is notified about this test and necessary arrangements have been made to ensure that the proper testing environment allows for maximum effort and concentration. All testing modifications apply to students with disabilities.
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. 
It has been a trend at P.S. 89x that parents have chosen the Freestanding ESL program. Of all of the students identified as ELLs, a large majority of the parents chose the ESL program as opposed to Bilingual and Dual language programs. We monitor parent choice using the program selection program. Based on the program selection form, the trend that we notes is that a majority of our parents select ESL. Our ESL self-contained classes are organized as follows to accommodate our needs:
Kindergarten - 1 class, Grade 1 - 1 class, Grade 2 - 1 class, Grade 3 - 1 class, Grade 4 - 1 class, Grade 5 - 1 class, Grade 6 - 1 class, Grade 7 - 1 class and Grade 8 - 1 class. Program models at P.S. 89x are aligned with parent requests. We also provide all Special Education students a push-in/pull-out program. These students will have a set schedule as to when they go into an ESL classroom to receive the mandated tailored amount of time required for his/her level of proficiency.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1 a. & b. The ELL program in place at P.S. 89x is composed of 9 self-contained heterogeneously grouped ESL classes across the grades as previously stated (K - 8). We also have a push-in/pull-out model for those students who are not in an ESL self contained classroom. Students in a special ed setting are serviced through the pull-out/ push-in model by a certified ESL teacher. A certified ESL teacher also services the students in which the classroom teacher is not yet fully certified. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students at the advanced level receive 180 minutes of ESL instruction. We also have a newcomer immersion program for students in Grades 1-8. These students have been identified as SIFE or students who are newly enrolled ELLs who tested at a beginner level in the NYC DOE.
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)?

In our self-contained ESL model, all students at the beginning and intermediate levels of language proficiency, as assessed by the LAB-R and NYSESLAT, receive two units of ESL (360 minutes) and five periods of ELA instruction per week by a certified ESL teacher. Students in the advanced level receive one unit of ESL (180 minutes) and five periods of ELA instruction per week as per CR Part 154. Our school does not offer a bilingual program.
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 areas are delivered in English with classroom and enrichment teachers using ESL methodologies throughout the day. Content area teachers have been trained by the network using the SIOP or Sheltered Instruction Observation Protocol to make content comprehensible to English Learners while supporting their linguistic needs. The ESL program at P.S. 89x increases the students' English language acquisition in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ESL teacher employ in their classrooms are the Language Experience Approach, Peer Tutoring, Cooperative Learning and Differentiated Instruction. The materials used in the ESL classes are National Geographic Language Kits and Step Inside. We do not offer a bilingual program at our school.

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

At P.S. 89, we ensure that all students are evaluated in their native language. If a student did not pass the LAB-R, the Spanish LAB is administered within the 10 day period to determine eligibility. Also, students who are enrolled on a testing grade (3-8), the NYS Mathematics tests is ordered in their native language, if available. Students are able to use glossaries and dictionaries in their native language when being assessed within the school during all academic areas.

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

Our school ensures that ELL students are evaluated appropriately in all four modalities by modifying assessments to not only meet reading and writing skills, but also how listening and speaking skill support learners to achieve higher proficiency in the reading and writing modalities. In addition, the ELL periodic assessment and the Capellini checklist allows for teachers to formatively assess students and appropriately adjust the curriculum to strategically target the needs of the ELL students and foster their English Language Acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

The ESL program focuses on small group instruction using reading or language proficiency levels in all content areas. Students identified as SIFE, newcomers and long-term ELLs (4-6 years) are offered placement in programs such as the ELL after-school program, morning school (37 1/2 minutes), AIS, and NYC Chancellor's SES programs at P.S.89 :BELL for 6-8 and READ for K-1. Students identified with special needs are offered the same programs with additional services as identified in their Individualized Education Plan (IEP). Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students. P.S. 89 incorporates the use of departmentalized classes in grades 6, 7, and 8. Teachers on the grade will pair up, with one teacher teaching literacy while the other one teaches mathematics or any other content. This allows for all students including ELLs to transition easily in middle school while being prepared for high school.

Former ELLs are provided with testing accommodations for two years after they have scored proficiency on the NYSESLAT. They are also allowed to participate in the school's Title III after school program for additional academic support.

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

Instructional Programs and grade level materials teachers use Universal Design for Learning (UDL) approaches to enhance instruction and provide multiple entry points into the curriculum for ELL-SWDs. We also use flexible programming to ensure the ELLs-SWDs learn in an inclusive and least restrictive classroom environment.

Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students.

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?

P.S. 89 use curricular, instructional and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiating and using ESL strategies to enhance students' learning. Students with disabilities are mainstreamed into an ESL class for specific periods of the day to receive the mandated units of instruction as per their NYSESLAT scores.

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

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

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

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

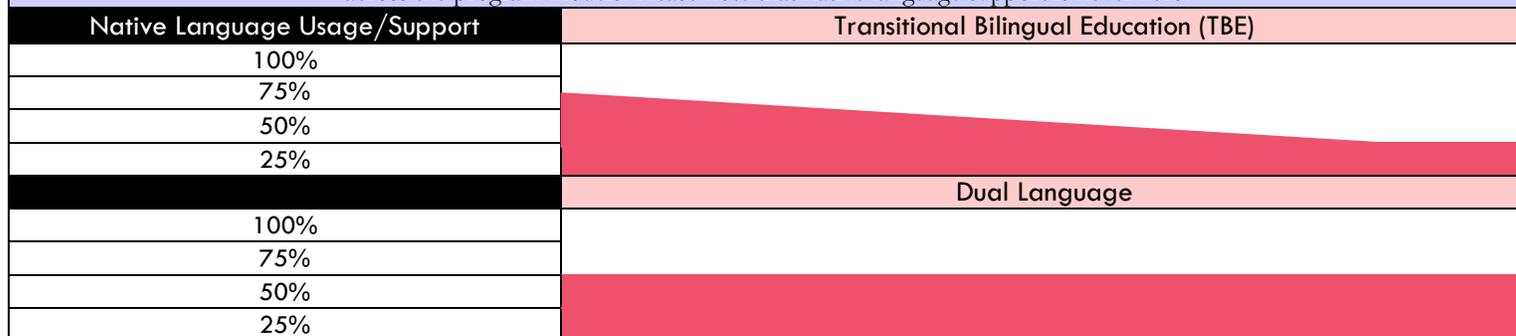
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The following intervention programs are offered for ELL students : Morning program (37 1/2 minutes), ELL academy, Saturday Test Prep in ELA, Math, and Science, SETTS, Newcomer Immersion Program, Project BOOST, Spaulding, Achieve 3000 and SES programs (READ and BELL). All students in grades 4-8 also participate in clubs of their choice (Visual Arts, Sport, Drums, Drama and Technology), through our Century 21 grant. Students at varying English language proficiency also receive targeted intervention during title III. We provided native language support as needed using bilingual glossaries and translated/adapted texts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The most recent AMAO results, indicate that we met AMAO 2. In an effort to make progress in AMAO 1, we have utilized a number of key scaffolding strategies and formative assessments. Since almost 60% of our ELL population has been here less than three years, we have created a Newcomer Immersion Program. 10% of our ELL students are long term ELLs. We have made an effort to target this group of students in our ESL After-school class, as well as in Saturday School, and Morning School Instruction. We use formative and summative assessment data to progress monitor second language acquisition and provided targeted academic support.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we began a Newcomer Immersion Class that will target any ELL who has tested at a beginner level on the LAB-R, and any SIFE students. Students will be formed into two major learning clusters, Grades 1-4 and Grades 5-8. Students will be serviced through a Pull-Out program.
12. What programs/services for ELLs will be discontinued and why?
- Due to the large population of ELLs at P.S. 89X, we do not foresee that ANY program or service 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.
- At P.S. 89x, all students identified as English Language Learners can participate in programs offered to students at their grade level including after-school programs, special assemblies, trips and any other activity offered. They are not excluded from any programs offered at PS 89. These programs are offered to ALL students (SWD, ELLs, Monolingual PreK -8). We invite the students and explain these programs to them through an orientation, letters sent home describing the program in different languages and phone calls.
- All ELL students actively participate in the programs as mentioned: Project BOOST, Spaulding, Achieve 3000 and SES programs (READ and BELL). All students in grades 4-8 also participate in clubs of their choice (Visual Arts, Sport, Drums, Drama and Technology), through our Century 21 grant.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used at P.S. 89x are Computers, SMARTBOARDS, ipads, laptops, textbooks, workbooks, dictionaries in the student's native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs. P.S. 89 has also installed the Panasonic audio surround system throughout several of the classrooms in the school building. In the content areas, ELL are provided with manipulatives and realia to make the content accessible to them. The ELL instructional program is dovetailed with technology programs such as Brain POP, Discovery Streaming videos and teacher tube to enhance content-area instruction and ensure multiple entry points into the curriculum.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the self contained ESL program, through the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At P.S. 89x all required support services, materials and resources corresponds to the ELLs ages and grade levels. In each classroom there are leveled books to meet the needs of the students (Beginners - Proficient). We also provide students, especially new admits, with a desktop dictionary in their native language for clarification during the lessons.
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.
- Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. Also, newly enrolled ELLs who have been identified as beginner level ELLs will be serviced through out newcomer immersion program.

18. What language electives are offered to ELLs?

Currently, PS 89X does not offer language electives.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1.and 2 At P.S. 89x, we provide all ESL, monolingual, and support staff such as: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, and parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. All school personnel are provided with professional development monthly during faculty conferences and teacher team meetings.

Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Vertical and Horizontal meetings keep staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, ELA and MATH staff developers, coaches, ELL specialists, and Literacy Support consultants. Some topics that will be addresses are: Overview of the ESL Program , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), Writer's Workshop, NYSESLAT and LAB-R, Common Core State Standards. In addition, during our Title III program, we offer workshops to parents. Some topics could be, but are not limited to Testing Accomidations for ELLs, How to Help Your Child be Successful on State tests, and Identifying your child as an ELL and placing your student into a program of your choice.

3. Professional Development is provided to all staff keeping them abreast of changes in state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending. According to the New York State recommendations, our students may remain in an ESL class for three years. Once proficiency is achieved, students may remain for an additional two years as transitional students. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed.

Guidance counselors are also involved in all professional development opportunities and are released to attend outside workshops provided by the Office of English Language Learners. All staff including the guidance counselors participate in a summer ELL institute to support them in addressing the social/emotional and academic needs of students.

4. P.S. 89x will continue to provide ongoing professional development for all teachers to attain the 7.5 hours of ELL training either in-house or off site when offered, as mandated by the Jose P. legislation. Teachers will have the opportunity to attend workshops such as: Q-Tel, NYSABE, NYSTESOL, and CEI Education Consortium . We keep a record of teacher participation in network and OELL professional development in a compliance binder which is stored in a secure location. Teachers attending workshops also keep an ongoing log of the hours of professional development as this is required with the new certification teaching requirments..

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The Parent Coordinator and ESL Coordinator of P.S. 89x provide on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the availability of translators during the parent teacher conferences and monthly workshops given at P.S. 89x.
 2. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed ELL Parents also receive ESL classes from the Adult Learning Center to support them with learning English and helping their children with homework.
 3. At P.S. 89x, parental needs are evaluated through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population. We also have monthly ESL parent meetings and an open door policy exists in our school to ensure that parents' voice is heard.
 4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed. We also offer ESL classes to the parents of our students. Some of the pd topics include:
 1. Filling out High School Applications
 2. Common Core Learning Shifts
 3. How to access and use Jupiter Grades to track student progress
 4. Preparing for the NYSESLAT
 5. Support ELA and Math Instruction at home.

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.

At P.S. 89x, it has been a proud accomplishment of our ELL program and its students that over the past years either the Valedictorian or Salutatorian for our eighth grade graduation has been an ELL or a former ELL student. We are committed to the principle that every student deserves a high quality education in a safe and supportive environment. Our program for the ELLs had been designed to reflect our shared commitment, along with our parents, to educate our youngsters, excite them about learning and shape them into contributing members of our society.

Part VI: LAP Assurances

School Name: The Williamsbridge School

School DBN: 11X089

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ralph Martinez	Principal		11/15/13
Jared Kreiner	Assistant Principal		11/15/13
Brenda McFarlane	Parent Coordinator		11/15/13
Britney Velazquez	ESL Teacher		11/15/13
Anette Alvarado	Parent		11/15/13
LaRissa Kuszajewski/Math	Teacher/Subject Area		11/15/13
Jennifer Carnovale/ELA	Teacher/Subject Area		11/15/13
Jaime Ciffone	Coach		11/15/13
Avgerine Katechis	Coach		11/15/13
Jane DeBlasio	Guidance Counselor		11/15/13
	Network Leader		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: 11X089 School Name: 89

Cluster: 5 Network: 532

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.

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

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual members of the staff.
2. The increase in the number of students and families that are Arabic, Albanian and Spanish-Speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in multiple languages.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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.

The large percentage of students from Spanish, Albanian and Arabic speaking households indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. We use data from the Home Language Survey and ATS reports to determine the school's written translation and oral interpretation needs. These findings are reported to the school community through Parent Association Meetings and School Leadership Team Meetings.

Part B: Strategies and Activities

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

The school provides the following translation services:

All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, English Language Learner or non-standard academic program. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual personnel and the administrative staff. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, bilingual personnel and the administrative staff. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.