Department of Education
Carmen Fariña, Chancellor

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

# DRAFT – PENDING NYSED APPROVAL

**DBN: (*i.e. 01M001*):** **10X094**

**School Name:** **KINGS COLLEGE SCHOOL**

**Principal:** **DIANE DAPROCIDA-SESIN**

# School Comprehensive Educational Plan (SCEP) Outline

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## Section 1: School Information Page

### School Information

School Name: Kings College School School Number (DBN): 10x094

School Level: Elementary Grades Served: K – 5

School Address: 3530 Kings College Place Bronx NY 10467

Phone Number: 718-405-6345 Fax: 718-405-6358

School Contact Person: Diane Da Procida-Sesin Email Address: ddaproc@schools.nyc.gov

Principal: Diane Da Procida-Sesin

UFT Chapter Leader: Valerie Dash

Parents' Association President: n/a

School Leadership Team Chairperson: Mary Ann Zahm

Student Representative(s):

### District Information

District: 10 Superintendent: Melodie Mashel

Superintendent's Office Address: 1 Fordham Plaza Bronx NY 10458

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

Phone Number: Fax:

### Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado

Network Number: 571 Network Leader: Lynette Guastaferro

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

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

**Directions:**

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|---|
| Diane Daprocida-Sesin | *Principal or Designee | |
| Valerie Dash | *UFT Chapter Leader or Designee | |
| Arjuna Damelis | *PA/PTA President or Designated Co-President | |
| Most Khatun | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Mary Ann Zahm | Member/ DOE | |
| Teresa Cutler-Rosa | Member/ DOE | |
| Rosa Arias | Member/ Parent | |
| Edith Arroyo | Member/ Parent | |
| Maylin Montano | Member/ Parent | |
| Lourdes Gonzalez | Member/ Parent | |
| Zunilda Vasquez | Member/ Parent | |
| Miriam Seminario | Member/DOE | |
| | 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** |
|---|
| o **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. |
| o **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| o **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. |
| o **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. |
| o **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. |
| o **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. |

| School staff, parents, students and administrators value each other. |
|---|

**Accountability Tools and the Capacity Framework**

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

**NYSED's Six DTSDE Tenets**

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

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

**NYCDOE's Quality Review (QR)**

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

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

**Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

Involvement Policy (PIP) and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

**Contextual Information:**

We are one of the largest neighborhood zoned elementary schools in the New York City. We are located in the Norwood section of the Bronx. We are a campus school. Our Annex and Main building are both located on the campus; we have 51 classes in total. The Annex has 10 kindergarten classes, 9 first grade classes and 4 second grade classes. The Main building has 5 second grade classes, 9 third grade classes, 8 fourth grade classes and 7 fifth grade classes. We have 4 Transitional Bilingual ICT classes, and 11 mono-lingual ICT classes, 8 12:1:1 classes. All general education classes are heterogeneously grouped.

We are a diverse community. Twenty-nine percent of our students are English Language Leaners. 66% of our students are of Hispanic origin, 19% are Black, 11% are Asian, 3% are White. 24% of our students have IEPs. 88% of our students are eligible for free lunch.

**Kings College School**
**Mission Statement**

**We believe in the transformative power of education.**

- All students are entitled to an education that will empower them to develop as effective learners, leaders and contributing members of society.
- We recognize that all students are intrinsically motivated and capable of learning.
- We nurture all students by creating positive social, emotional, physical and intellectual environments that are developmentally appropriate based on standards-driven instruction.
- Collaborations are highly valued among parents, teachers, community and students who work together to ensure the growth and development of productive, literate and responsible citizens.
- We embrace our multicultural community and celebrate student diversity.

**Strategic partnerships**

- Network Affiliation with. Teaching Matters Network – this partnership helps support the professional learning needs of supervisors, teachers and paraprofessionals.
    - We are participating in the Astor Literacy Grant. Our specific focus is on development of guided reading expertise for our kindergarten – to second grade teachers.
    - We are piloting Mastery Connect which is an electronic database system containing the Common Core Learning Standards in literacy and math, the system enables us to create assessment questions aligned to the standards and then monitor student mastery of those standards.
    - Leadership Institutes for the principal, assistant principals and teacher leaders support expanding the ability to support instruction and build capacity.
    - Math Coach support in team teaching math with teachers on grades three through five and then debriefing with them afterwards, developing pacing calendars K -5 aligned to the CCLS, development of performance tasks aligned to the standards, development of math centers in upper grade classrooms for scaffolded support.
    - Literacy Coach support s development of teacher leaders in literacy who model reading lessons for the teacher cohorts in grades one and two.
- Robin Hood Library Grant: Provides full-time licensed librarian and teacher aide, instruction and resources aligned to the literacy curriculum, open access after school, parent workshops, and numerous enrichment activities.
- UFT Center Coaches – Upper grade and Lower grade focused support for developing and implementing cycles of professional learning, new teacher support and modeling lessons.

- Partnership with NYC Writing Project - Upper grade writing unit support utilizing PS 94x Writing Coach and with NYC Writing Project Coach. This partnership supports the development of literacy units of study in third, fourth and fifth grade.
- Institute for Understanding Behavior (IUB) partnership provides school wide staff development in Therapeutic Crisis Intervention as well as provide school staff with the skills, and knowledge to anticipate behavior challenges before they escalate resulting in a more stable and positive school environment.
- Studios in a School Partnership- Resident Artist works with all third and fourth grade classes throughout the week in visual arts.
- OST Programs- Wraparound afterschool programming for 300 students in grades k – 5 on site.
- Learning Leaders Partnership- Provides training of parent volunteers who work in our classrooms providing 1:I tutoring, small group instruction and teacher support, and parent workshops based on parent survey responses.
- Learning Leaders Montefiore Medical Center volunteers- work with students in fourth and fifth grade providing 1:1 tutoring support.
- Asphalt Green Grant from Councilman's Office: Recess Enhancement Program provides recess activities twice a week for students in all grades twice a week.
- Cook Shop Classroom for grades kindergarten and first grade classes provides unit plans, materials and food to teach students about healthy food preparation. There is also a parent component.
- Coole Culture Pass for all Kindergarten families provides a year of free access to cultural institutions throughout New York City.
- Lehman Art Gallery residency Grant funded by the Council of the Arts
- Arts Horizons partnership funds an upper grade STEP club.

**School strengths, accomplishments**

We are a full implementation Positive Behavior Systems School; our Acronym is STARS – Safety, Teamwork, Always Responsible, Respectful, and Self-Control. We have fully developed social and academic expectations matrices and acknowledgment systems for all three tiers. Our school wide acknowledgment system includes STAR BUCKs class wide recognition social and academic recognition, STAR tickets for individual academic and social recognition, and Check-in and Check-out student – staff mentor program for supporting students who present off-baseline behaviors in the Tier 3. Students shop weekly in our school store to cash in tickets.

We worked with District 75 behavior specialists to create school level off-baseline major/minor behavior recording forms. All behaviors listed on the forms are defined in our glossary. We use a School wide Information System (SWIS) to log the information from the recording forms. Our SWIS team meets twice a month to discuss student behavior trends and develop action steps for addressing observed trouble spots and/or students who are consistently exhibiting off-baseline behavior.

We began the CiCo Program in Spring (late March) of 2014. A total of 59 students were enrolled in the CiCo Program, this total includes 31 students who have 1:1 crisis paraprofessionals. All of these students presented with Minor and/or Major behaviors throughout the school year. Out of the number of students involved in the program 66% had a decrease overall in the number of Minor/Major incidents reported for the months of April, May and June.

We are a common planning school. All grade level classroom and support teachers meet weekly to develop instructional plans, review student work and share instructional expertise.

We have implemented RtI on grades one through five. Teams of teachers were trained on grades two through five in research based literacy intervention programs; Tier Two: Just Words and Fundations, Tier Three: Wilson. Students were initially screened using Fountas and Pinnell Literacy Assessment System and based on their results were evaluated using the reading portion of the Word Identification & Spelling Test (WIST).

**Challenges**

- New Teachers: Due to our significant overall register growth we have hired an average of 14 new teachers every year for the past four years making close to 50% of our teaching population with 3 or less years of experience.
- Large class size: Most of our classes are at the contractual limit due to the increasing population demands of our neighborhood.
- Student turnover: 15% of the student population in grades first through fifth change every year.
- Growing special education population: Students transferring into our school with I.E.Ps has increased along with our referral rate for the past three years.

*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*

**Tenets we made the most growth in:**

**TENET 4**

To adopt and implement the NYCDOE recommended ReadyGen Program to strengthen 10x094's ELA curriculum and instruction with the goal of increasing student progress for all accountability groups on the NYS ELA State 2013 Test above the median adjusted growth percentile of 58%. We met this goal. Our median adjusted growth percentile in ELA was 63%. This year our focus will be on increasing this progress by participating in the Astor Grant starting with a specific focus on guided reading in the lower grades in order to develop a firm foundation for students with goal of increasing the number of students reading at grade level by third grade. In the upper grades we began RtI with research based literacy instruction programs with the goal of raising upper grade achievement for those students currently reading below grade level.

**TENET 2**

Grade level assigned administrators will conduct formal and informal observations with timely feedback using the Danielson **2013 Rubric, *Adapted to New York Department of Education Framework for Teaching Components*** to improve teacher practice from developing to the effective range in Domain Two due to the large number of new teachers we have on all grades. We focused on building capacity using our PBIS structures and routines to, increase self-regulating social and academic behaviors, decrease time used during transitions and build school and classroom positive community relationships. This focus resulted increased time for instruction and learning. We also sent teams of teachers out to leadership development institutes in the spring and summer of 2014. These teacher leaders are using this training to conduct team meetings around looking at student work, modeling guided reading and facilitating interclass visitations to observe best practices.

**TENET 3**

Student social and academic behaviors for College and Careers Readiness was demonstrated this past year by students' demonstrated understanding of content material in literacy, math, social studies and science reflected in written assignments, class discussions, and performance on formative and summative assessments. Additionally we made progress changing the nature of most classrooms from teacher directed to student directed with students working in purposeful groups based on assessed needs. This year we are continuing to focus on this goal by increasing student leadership capacity through the use of peer assessment using standards based rubrics and feedback.

**Tenet we struggled with**

**TENET 3 (MATH)**

- To adopt and implement the NYCDOE recommended GoMath Program with the goal of strengthening 10x094's MATH curriculum and instruction to increase student progress for all accountability groups on the NYS Math State 2014 Test above the median growth percentile of 57%.Our median adjusted growth in math this year was 43%. In response to this we have increased our focus on the teaching and performance monitoring of math by increasing support from TMI in order to strengthen the pedagogical skills of our teachers through team teaching and debriefing, development and implementation of math centers, revision of math pacing calendars, the piloting of Mastery Connect to monitor student mastery of standards based concepts and skills. This year we are continuing to focus on this goal by utilizing additional supports from our Network to strengthen teacher pedagogy,

and develop more streamlined Common Core aligned math curriculum using additional resources.

## 10X094 School Information Sheet

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

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

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

**Part 1 – Needs Assessment**

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

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

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | E |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | 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.

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*.

**Quality Review Feedback 2013 -2014 School Year**

Continue to design systems and structures that communicate the school's high expectations to all constituents in order to ensure all members of the school community are accountable for student achievement. (3.4)

- School workshops about the Common Core Learning Standards and the state assessments provided relevant information to parents. The school's web site informs the community about curricula information and resources. Monthly calendars provide parents with information about school celebrations and events. Parents praise the school for their improved attempts at family outreach and for providing venues for open dialog.
- However, school wide systems that provide parents with ongoing student specific information about student performance and progress and how parents may support them at home are not yet fully developed, thus hindering the opportunity for parents to provide additional support to improve their children's achievement.
- The school's focus on Positive Behavior Intervention Systems and their decision to center on classroom

environments to support student personal behaviors ensures students respect one another and are aware of "star behavior."

- However, systems that communicate high expectations to promote student academic behaviors and supports them in creating plans to cultivate these behaviors is not yet a fully developed part of the school's culture. As a result, there are missed opportunities for students or students to practice behaviors that prepares them for the next level

## 2013 – 2014 Summary Progress Data for ELA

In literacy we are making progress in this Tenet.
**NYS 2014 ELA Test** student progress analysis from the 2014-2015 NYC Progress Report showed:

- 11.2% of students are proficient in ELA
- Median adjusted growth percentile 63% overall.
- Median adjusted growth percentile in lowest third 75%.
- 53.3%of students receiving IEP services in Self-contained, ICT and/or SETTS made progress in the 75th percentile.
- 32.5% of students receiving ELL services made progress in the 75th percentile.
- 46.6% of students identified as performing in the lowest third citywide made progress in the 75th percentile.
- 44.2% of students of students in the lowest third citywide identified as Black/Hispanic made progress in the 75th percentile.

**NYSESLAT 2014:** student progress analysis from the 2013-2014 NYC Progress Report indicated 47.4% of English Language Learner students demonstrating progress.

***DRA IN HOUSE READING ASSESSMENT PROGRESS ANALYSIS – 2013 - 2014 Overall Student Population***:

| GRADE | FALL 2013 | JUNE 2014 | PROGRESS |
|---|---|---|---|
| Fifth Grade | 49% DRA 50 and over (N=86) | 6% DRA 70 and over (N=13)<br>28% DRA 60 and over (N=54) | Overall student proficiency in reading decreased by 15% |
| Fourth Grade | 44% DRA 50 and over (N=81) | 8% DRA 60 and over (N=15)<br>19% DRA 50 and over (N=37) | Overall student proficiency decreased by 17%. |
| Third Grade | 52% DRA 40 and over (N=92) | 13% DRA 50 and over (N=23)<br>13% DRA 38 (N=23) | Overall student proficiency decreased by 26%. |
| Second Grade | 40% DRA 20 and over (N=82) | 15% DRA 34 and over (N=33)<br>16% DRA 30 (N=35) | Overall student proficiency decreased by 9% |
| First Grade | 29% DRA 4 and over (N=56) | 23% DRA 24 and over (N=54)<br>17% DRA 20 (N=40) | Overall student proficiency increased by 11% |
| Kindergarten | Jan. 43% DRA 2 and over (N= 101) | 21% DRA6 (N=53) and over<br>15% DRA 4 (N=38) | Overall student proficiency in reading decreased by 7% |

**DRA SUMMARY:** This year we raised the end of year benchmark proficiency levels for every grade in order to match the increased level of rigor that NY State has set with the revised Common Core aligned ELA State tests. As a result the table below will shows a decrease for each grade level based on the revised end of year proficiency level expectation. However every grade level increased in proficiency from the previous year. This year we have switched to using the Fountas and Pinnell Literacy Assessment System.

**Response to Intervention (RtI) Summary Data 2013 -2014**
During the 2013-2014 school year we used two research based literacy intervention programs, Reading Recovery in first grade and Wilson Reading System in fourth grade.

**Reading Recovery:** 22 students participated in the Reading Recovery Program. Of those 22 students 59% (n=13) posted gains increasing in reading proficiency 3 or more levels. 10% (n= 2 ) of the students met end the end of year benchmark level for on grade level performance, and 10% (n=2) of the students met approaching grade level performance.

**Wilson Reading System:** 16 students participated in the Wilson Language System during the 2013- 2014 school year. 56% (n= 9) made gains of two levels or more on the DRA during the school year.

***NYS ELA MoSL Baseline and End line Overall Student Progress Analysis 2013- 2014 K – 2***

| GRADE | FALL/WINTER PT Meeting/Exceeding | SPRING PT | Change |
|---|---|---|---|
| Second Grade | 71% Level 3 and over (n=126) | 86% Level 3 and over (n=177) | 15% increase in overall performance |
| First Grade | 54% Level 3 and over (n=95) | 83% Level 3 and over (n=150) | 29% increase in overall performance. |
| Kindergarten | 27% Level 3 and over (n=70) | 61% Level 3 and over (n=157) | 34% increase in overall performance |

**ELA PERFORMANCE TASK SUMMARY:** Overall student proficiency increased across the grades as students became more proficient citing evidence from the text and media sources to justify their point of view in their writing.

**ELA Baseline Data for 2014 -2015 school year.**

**NYS ELA MoSL Baseline Data 2014**

| Grade | Percent Correct |
|---|---|
| Kindergarten | 25% |
| First Grade | 44% |
| Second Grade | 46% |
| Third Grade | 27% |
| Fourth Grade | 28% |
| Fifth Grade | 29% |
| | |

**NYS ELA MoSL Baseline Data 2014 – Strengths and Weaknesses for each grade level**

| Grade | Strengths | Weaknesses/Next Steps |
|---|---|---|
| **Kindergarten** | **None** | ***PART A-Reading Inventory***<br>Print Concepts – Organization and Features of Print<br>Letter Recognition/Naming<br>Phonics and Word Recognition: Letter Sounds<br>***PART B – Informational Writing Task***<br>Information – Topic or book is named<br>Directionality/Sense of Sentence<br>Word/Spelling Knowledge<br>Punctuation/Capitalization |
| **First Grade** | ***Reading***<br>Demonstrates literal understanding of text<br>***Writing***<br>Focus : Information Topic is named<br>Writing/drawing related to topic<br>Development: Facts and details included | ***Writing***<br>Structure: Topic is named, with supporting facts and sense of closure.<br>Directionality/Sense of sentence: Use of complete sentences, varying sentences, sense of directionality evident throughout/ spaces between words.<br>Word/Spelling Knowledge: High frequency words spelled correctly, use of phonemic awareness and spelling conventions.<br>Punctuation/Capitalization: Use of ending punct., simple internal punctuation, capitalization used app. |
| **Second Grade** | ***Reading***<br>Demonstrates understanding of text<br>Focus: Information Topic is | ***Writing***<br>Development: Use of multiple facts/examples<br>Organization: Introduction, use of linking words, |

| | | |
|---|---|---|
| | introduced, majority of writing is informational and on topic.<br>***Writing***<br>Directionality/Sense of Sentence: Uses a variety of sentence lengths, spacing.<br>Word and Spelling Knowledge: High frequency words, use of general spelling patterns, strong grasp of phonemes and phonetics. | conclusion.<br>Punctuation/Capitalization: Used appropriately internally, and at beginning and end of sentences. |
| **Third, Fourth and Fifth Grade** | States an opinion<br>Focus on one topic<br>Supports with details from text<br>Provided introduction | Maintain the focus of their opinion throughout the essay.<br>Use multiple relevant evidence from all sources available.<br>Include a conclusion related to their opinion. |

**Fountas and Pinnell (F&P) Benchmark Literacy Assessment Baseline Data 2014**

| Grade | Percentage at or Above Grade Level |
|---|---|
| Kindergarten | 5% |
| First Grade | 29% |
| Second Grade | 47% |
| Third Grade | 38% |
| Fourth Grade | 28% |
| Fifth Grade | 25% |

This is the first year we are using the F&P Benchmark Literacy Assessment. The reason for the change is in response to increased level of rigor demanded from the implementation of the CCLS.

**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, teachers will demonstrate improved delivery of rigorous common core-aligned English Language Arts instruction that meets the needs of all learners as evidenced by an increase in student progress for all accountability groups on the NYS ELA State Test above the median growth percentile of 63%. |

**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:<br>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>• 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).<br>• Strategies to increase parent involvement and engagement<br>• Activities that address the Capacity Framework | **Target Group(s)**<br>*Who will be targeted?* | **Timeline**<br>*What is the start and end date?* | **Key Personnel**<br>*Who is responsible for implementing and overseeing the activity/strategy?* |
|---|---|---|---|

| element of Trust | | | |
|---|---|---|---|
| Teachers in kindergarten through second grade will participate in the Literacy Astor Grant through Teaching Matters. The specific focus is on developing instructional expertise in guided reading. Literacy resources purchased for this purpose is the F&P Literacy Intervention System. | All Kindergarten – second grade students | November 2014 – June 2015 | Classroom teachers are responsible for implementing guided reading. School administrators are responsible for overseeing the instruction. |
| Teachers with support from coaches and administrators will implement and continue to adjust the literacy curriculum this year using the following resources: Common Core Standards, NYC Literacy Scope and Sequence, NYC Scope and Sequence for Social Studies in grades K – 5, Engage NY literacy units of study, and Ready Gen Literacy curriculum. Teachers will be implementing their own pacing calendars as they team plan, and collaborate in order to provide additional instruction for ELA. Teachers planning together as a team with in school coach support will develop more rigorous tasks, and question supports for students at-risk. | All students in the school. | September 2014 – June 2015 | Classroom teachers and ESL push-in teachers. School administrators are responsible for overseeing the instruction. |
| Selected teachers in grades three, four and five will implement prescriptive RtI programs school wide in grades 1st – 5th. To support these initiatives teachers attended training over the past summer in Wilson Language System and Just Words. This past fall teachers in k – 2 were trained in Fundations.<br>Each grade has a designated RtI time. Students are streamed into groups for one period a day based on identified needs to receive targeted research based instruction. In first grade students identified as<br>At-risk are screened for Reading Recovery. Students who qualify receive Reading Recovery services daily for 10 – 12 week cycles. | Students identified through screening as needing intervention services in grades one through five, these students include students with IEP services and /or ESL services. | October 2014 – June 2015 | Teachers trained in each intervention program are responsible for implementing the service. Administrators are responsible for overseeing the instruction. |
| Beginner and low level intermediate English Language Learner students will receive pull-out services by ESL teachers using the research based ELL literacy program, On Our Way to English. Advanced level ESL students will receive push-in ESL services with supports that are integrated into the literacy units of study for the grade | All ESL students K – 5 | September 2014 –June 2015 | ESL teachers are responsible for implementing the services. Administration is responsible for overseeing and monitoring the instruction. |
| Beginner and low intermediate Bilingual students in our transitional bilingual classes will be receiving literacy instruction using the Senderos Program. Advanced level Bilingual students will receive instruction using the literacy units of study developed by the grade. | Bilingual students kindergarten – third grade | September 2014 – June 2015 | Bilingual classroom teachers are responsible for implementing instruction. |

| | | | |
|---|---|---|---|
| | | | Administration is responsible for overseeing and monitoring the instruction. |
| Social Studies cluster instruction for students in grades 3 – 5 will incorporate the ELA standards into content area instruction. | All students in grades 3 - 5 | September 2014 –June 2015. | Social Studies Cluster Teacher will be responsible for implementing instruction, administration will be responsible for overseeing and monitoring the program. |
| All new teachers and their mentors are using the Mentor Text Great Habits Great Readers by: Paul Bambrick-Santoyo, Aja Settles, Julianna Worrell. This professional text promotes the development of effective structures and routines needed to build a classroom community that fosters student independence, collaboration and partnerships. Once the structures and routines are clearly in place, the book offers strategies for teaching all areas of the literacy block. | All new teachers and their mentors | September 2014- June 2015 | New teachers and their mentors will be responsible for using the resource and implementing the suggested strategies and routines. Administration will be responsible for overseeing and monitoring the progress of new teachers in implementing the ideas recommended. |
| Extended Learning Time Title One Priority Afterschool will take place for students in grades 1st – 5th. Instructional focus for students below grade level in reading will be guided reading and guided writing. | Students in grades 1st – 5th | January 2015– May 2015, two days a week afterschool | Teachers and Coaches, will implement the program. Administrators will oversee and monitor the program. |
| Title One Priority Parent Involvement will provide ESL classes to limited English speaking parents, and parenting workshops. | Parents of students | January 2015 to May 2015 | Teachers will implement the program. Administrators will oversee and monitor the program. |
| Learning Leaders Monthly workshops, Library workshops, Target Reading Grant, Coole Culture Pass, Learning Leaders Volunteers | All parents are invited to attend all trainings and workshops. | September 2014 – June 2015. | Parent Coordinator, Administrators, Guidance Counselors, contracted CBOs. |

**Part 4 – Resources Needed**

| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| School programmed for seven periods a day.<br>Summer professional development in Wilson, Just Words, fall pd in Fundations,<br>Additional coaches hired UFT Center and school Coach<br>ELA Coach support from Teaching Matters<br>School Survey and Professional Learning Mondays based on survey results<br>TMI ELA , and ELL Professional Learning Series<br>OELL Professional Learning |

**Part 5 – Budget and Resource Alignment**

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

**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:<br>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.<br>• Specify a timeframe for mid-point progress monitoring activities. | | | | |
|---|---|---|---|---|
| Students reading a minimum of one year below grade level will increase their reading proficiency by one level, to be measured against F&P benchmark scores. Midpoint progress monitoring timeframe**:**<br>Time frame: January – February 2015, | | | | |
| **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 5B – Capacity Framework Element - Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

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

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

- 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.

1. Full implementation of the internationally-recognized PBIS program has supported student social and emotional developmental health. Our school culture has been defined by a standard set of behavioral expectations for both staff and students which has created greater consistency in discipline measures as well as providing social/emotional support to needy students by administrations, teachers, guidance, PBIS clusters, and Learning Leaders. School-wide values have been established and defined in our school acronym: STARS (Safety, Teamwork, Always Responsible, Respect, Self-Control).

2. All staff receive STARBUCKS and STARS Tickets to award worthy students throughout the school day. Students are regularly acknowledged with STARBUCKS when meeting school-wide expectations. Second – fifth grade classes earning 30 STARBUCKS/ K – and first earning 20 STARBUCKS, receive their choice of a class party. Students who set and reach individual goals are recognized with STARS Tickets which they use to shop in our School Store. Students who make progress in their Behavior Intervention Plans (BIPs) earn STARS Tickets. PBIS Booster assemblies occur four times a year to reinforce school-wide expectations. Classes are formally recognized at PBIS Assemblies to foster continued appreciation of desired behaviors. Students are recognized at PBIS Assemblies with Citizenship Awards; students are nominated by staff for exemplary STARS behavior and their picture is posted on a STARS Bulletin Board.

3. Connecting our STARS Tickets program to College and Careers Readiness is accomplished by a set of academic expectations created for Kindergarten through Fifth Grades. These academic expectations are a part of our School Compact. Students in Grades Three through Five use Goal-Setting Templates to record the progress they make

towards their goals. As students reach academic goals, they are acknowledged with STARS Tickets which they use to shop in the School Store. At PBIS Booster Assemblies, individual students are recognized for academic achievements in the areas of Reading, Writing, Math, Science, Social Studies, Art, Technology, and Physical Education.

4. We track individual student behavior problems through SWIS (School-Wide Information System). Minor and Major incident forms are regularly entered into the SWIS system for review at weekly SWIS meetings. The team analyzes student incident data and identifies students, types of problem behaviors, and areas of the building that need to be monitored more closely for intervention. Guidance and Administrators receive copies of SWIS Reports on a bi-weekly basis. Three staff members are responsible for data input.

5. PS94 staffs two SAVE Rooms with a full-time teacher which functions as an additional support for students to gain insight into their behavior.

6. A Peer Mediation Program assists students in solving conflicts peacefully.

7. Student "Clubs" have been established to increase student connections to school: Young Runners, STARS Spirit Squad, Student Council, and Peer Mediation.

8. CICO (Check-in Check-Out) Intervention system for targeting Tier 2 students is being implemented to further support students having behavioral and/or academic problems. Supported by staff volunteers and organized by a staff member, students are matched with mentors based on the needs of the student. STARS Tickets are earned when students meet their goals.

9. School compacts have been developed to define the roles of students, families and staff in student education.

10. Parent workshops are held to provide caregivers with an understanding of the school-wide STARS behavior and academic expectations. We encourage families to implement positive reinforcement strategies at home.

11. Studios in a School residency will provide weekly visual arts instruction to students in grades three and four during the school year.

12. Creative Arts Academy will provide enrichment clubs for students in 2nd – 5th grade afterschool on Fridays in the spring.

**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. |
|---|
| PS 94x will continue to fully implement Universal PBIS for social and academic behavior to ensure that the components of effective social behavior and academic expectations are evident throughout the building so that the percentage of students meeting state standards level work as evidenced by report card grades of level three and higher improves over time and the percentage of major and minor incidents will decrease over time by at least 25% by June 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:<br>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>• 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).<br>• Strategies to increase parent involvement and | **Target Group(s)**<br>*Who will be targeted?* | **Timeline**<br>*What is the start and end date?* | **Key Personnel**<br>*Who is responsible for implementing and overseeing the activity/strategy?* |
|---|---|---|---|

| | | | |
|---|---|---|---|
| engagement<br>• Activities that address the Capacity Framework element of Trust | | | |
| Revision of School Compact and PBIS system, procedures and protocols based on prior year successes and feedback from staff and students. | All students and staff at PS 94x | Summer of 2014 | PBIS coordinator, administration and guidance counselors. Administration is also responsible for overseeing the program. |
| Roll-out of PBIS expectations, procedures and protocols throughout the year to new teachers, whole staff, small group targeted staff (paraprofessionals, school aides, grade level groups), parents. | All staff and students | September 2014 – June 2015 | PBIS teachers, administration and guidance counselors. Administration is also responsible for overseeing the program. |
| Partnership with Institute for Understanding Behavior (IUB). Partnership with IUB is in response to our ongoing efforts to meet the needs of students in all three tiers of the behavior continuum. A three commitment is required for this initiative in order demonstrate gains in attendance, academic achievement, social emotional competence and self-sustaining practices and a corresponding decrease in OORs incidents, staff turnover, and staff and student injuries as a result of violence. We are currently in year one of this initiative. | All staff and students | September 2014 – June 2015. | All staff is responsible for implementing the program. Administration and the SWIS team are responsible for overseeing the program. |
| Implementation of Check-in/Check-out Program CiCo. SWIS data and staff surveys will be used to identify students in need of daily mentor CiCo support. Students will be matched up with a mentor. Students will check-in and out in the AM and PM with their mentor. A CiCo card will be used by the student's instructors and common areas staff to monitor their behavior throughout the day. At the end of the week students will receive tickets based on the goal targets they have met. The card also goes home so that parents may review student progress and sign off on it. | Students identified based on SWIS data and teacher recommendation | October 2014 – June 2015 | CiCo coordinator, CiCo staff will be responsible for implementing the program. SWIS team and administration will be responsible for overseeing the program. |
| Bi-weekly SWIS team meetings to review SWIS incident reports and plan next steps based on student data indicating progress or lack of progress in reduction of minor and major student incidents. | Students identified based on SWIS data reviewed every two weeks. | September 2014 – June 2015 | SWIS team will be responsible for reviewing SWIS data. Administration will oversee the program. |
| Development of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) based on SWIS data and ongoing progress monitoring of students with BIPs. | Students identified as needing structured support based on SWIS data | September 2014 – June 2015 | Guidance counselors, School Assessment Team, and teachers. Administration will be responsible for monitoring this program. |

| | | | |
|---|---|---|---|
| Studios in School Residency project for grade three and four students. | Students in grades three and four | October 2014 – June 2015 | Visual Arts Specialist will implement the program, administrators will oversee and monitor the activities. |
| Creativity Academy will take place after or before school in the months of April, May and June. | Students in grades 3 - 5 | April 2015 – June 2015 | Teachers will implement the program. Administrators will oversee and monitor the activities. |

**Part 4 – Resources Needed**

| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| Scheduled staff meetings in small group and whole group throughout the year to obtain staff feedback on observed successes and challenges of the PBIS program.<br>Scheduling of staff to run the school store, shout outs for donations to resource the school store.<br>Partnership with IUB includes scheduling and sending all staff out for training in Therapeutic Crisis Intervention, staff participation in school wide IUB survey, follow-up meetings to develop an action plan and on-going support with following up on the plan.<br>Scheduled SWIS Team meetings with action plans for identified trouble spots.<br>Scheduled PBIS boosters.<br>Distribution and discussion of school academic and behavior matrices for all areas of school life.<br>Distribution and discussion of School Compacts to students and parents.<br>Consistent student acknowledgement of academic and social behavior through the use of STARBUCKS, and STAR Tickets. |

**Part 5 – Budget and Resource Alignment**

| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| x | **Tax Levy** | x | **Title I Basic** | | **Title I 1003(a)** | | **Title IIA** | | **Title III** | x | **P/F Set-aside** | | **Grants** |
| 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:<br>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.<br>• Specify a timeframe for mid-point progress monitoring activities. | | | | |
|---|---|---|---|---|
| Decrease in SWIS incidents overall in minor and major categories by 10%.<br><br>Midpoint progress monitoring February 2015. | | | | |
| **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? | | | | |

n/a

**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.

**2013 – 2014 Summary Math Data**

**NYS 2013 MATH** Test student progress analysis from the 2012-2013 NYC Progress Report showed:

- Percentage proficient in Math: 12.3%
- Median adjusted growth percentile 43% overall
- Median adjusted growth percentile in lowest third, 58%.
- 28.6 % of students in receiving IEP services in Self-contained, ICT and/or SETTS made progress in the 75th percentile.
- 20.5% of students receiving ELL services made progress in the 75th percentile.
- 22.8% of students identified as performing in the lowest third citywide made progress in the 75th percentile.
- 24.2% of students of students in the lowest third citywide identified as Black/Hispanic made progress in the 75th percentile.

**Math Baseline Data for 2014 -2015 school year**.

**NYS Math MoSL Baseline Data 2014**

| Grade | Percent Correct |
|---|---|
| Kindergarten | 16% |
| First Grade | 19% |
| Second Grade | 15% |
| Third Grade | 9% |
| Fourth Grade | 5% |
| Fifth Grade | 6% |

**Analysis of Strengths and Next Steps based on Student Performance on MoSL**

| Grade | Strengths | Next Steps |
|---|---|---|
| **Kindergarten** | Write numbers to 20<br><br>Identify whether the number of objects is greater than, less than or equal to a number of objects in another group.<br><br>Represent + and – with objects, fingers, mental images, drawings, sounds, verbal explanations, expressions, equations.<br><br>Solve addition and subtraction word problems and add and subtract within 10 by using objects and drawings to represent the problem. | Count to 100 by ones and tens.<br><br>Count forward beginning from a given number within a known sequence.<br><br>Count to 100 by tens and ones.<br><br>Understand the relationship between numbers and quantities, connect counting to cardinality. |
| **First Grade** | Count to 120 starting at any number less than 120.<br><br>In the range of 0 – 120 read and write numbers and represent a number of objects with a written numeral.<br><br>Understand the meaning of the equal sign and determine if equations involving + and – are true or false.<br><br>Use addition and subtraction within 20 to solve word problems involving situations, adding to taking away from, putting together, taking apart and with unknowns in all positions. | Given a two digit number, mentally find 10 more or 10 less than the number without having to count, explain the reasoning used.<br><br>Compare 2 – digit numbers based in meanings of the tens and ones digit recording the results of comparisons with symbols < > =. |
| **Second Grade** | | Count within 1000. |
| **Third Grade** | Identify the mathematical procedure.<br><br>Write and equation. | Word problems with multiplication and area.<br><br>Showing work |

| | | |
|---|---|---|
| | Show multiplication sentences<br><br>Draw pictures/arrays to show work | Justifying answer using mathematical terms |
| **Fourth Grade** | Identify how to multiply single digit numbers.<br><br>Pattern of multiplication | Use information in the chart to solve the problem.<br><br>Word problems: How to solve a word problem, show work and explanation of solution. |
| **Fifth Grade** | Use the model to solve the question<br><br>Identify fraction of the whole using a model.<br><br>Able to multiply a 2 digit by 1 digit number. | How to solve a word problem<br><br>Using manipulatives and concrete strategies when working with factions.<br><br>Small group intervention for basic concepts. |

During the 2013-2014 school year, we began using two new instructional programs, Ready Gen for literacy and Go Math! Both programs posed significant challenges for teachers and students. The reading materials in Ready Gen were highly complex. Teacher teams spent a great deal time creating scaffolds to support student understanding of the literature and the big ideas around each of the units. In Go Math!, there was an enormous amount of material to cover. Teachers also struggled with learning the concepts themselves so that they may be able to teach them to the students. One of the negative results was that student engagement went down when compared to the previous school year 2012 – 2013.

We reached out to our Network for support in both of these areas midway through the 2013 -2014 school year. In math a TMI Achievement Coach began working with several teachers in the upper grades to create math centers. The students were taught the structures and routines for using the centers prior to them being rolled out. The centers permitted the students to explore the materials in small groups to develop understandings around the inter-relationships between concepts, ie. Decimals and fractions. The use of these centers did increase student engagement in the participating classes. This work is continuing this year with a greater number of teachers on the upper grades.

We also reached out to the NYC Writing Project Coach for support in modifying our literacy curriculum in third, fourth and fifth grades this year. She worked with teacher teams at the beginning of the school year to develop the first literacy units of study using Junior Great Books (JGB). JGB uses the Socratic method of discussion with quality narrative texts. The coach will continue to work with teachers on the fourth and fifth grades to develop their literacy units of study. One of the strategies that modeled and is now in use is called “rendering.” The teacher explicitly teaches and models the use sensory details (visual, auditory, tactile and olfactory) to support reader understanding of a passage. Then students sit in a circle, the teacher reads a narrative story to the students; afterwards the students re-read the passage on their own and circle parts in the story where the author uses sensory details. Next the students taking turns spontaneously read out the parts they have underlined. This strategy of hearing sensory parts of the story repeatedly support student understanding and connection to the text ; supporting them further in being able to discuss the story due to greater understanding of the text.

As an administrative team we will be focusing strongly on all 3b- Using questioning and discussion techniques, and 3c Engaging Students in Learning.

The Math Curriculum we are using this year will be developed using the following Common Core Standards aligned resources: Common Core Math Standards, Go Math! Program, and Engage NY Math Units of Study. Administrators, Coaches and grade level teachers with the support of TMI Achievement Coaches will modify the curriculum components as needed based on the students’ performance on quick checks and pre and post-test unit assessments and performance tasks.

TMI Coaches will also support us providing tailored professional development with teachers to build capacity in teaching math, examples of the strategies that will be used is development and supported implementation of math centers, co-

teaching and debriefing experiences and development of standards aligned performance tasks.

Teams of teachers will attend Math Leadership Institutes to continue to develop their pedagogy and build capacity. These teachers will support planning in math based on student performance data.

We will also be piloting Mastery Connect, which is an on-line data base resource designed to monitor student mastery of standards level material in math.

Classes on each grade are divided into Cohort groups to facilitate teacher planning and ongoing collaboration. All teachers within in a specific cohort share the same preparation periods to facilitate this process. 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.

Teachers work in teams to plan math lessons using the following resources to Go Math Program and student performance data. Go Math pacing calendars will be aligned to the Common Core State Standards for all grades. Set times are established during each week to practice developing fluency with basic facts in grades first through fifth using Go Math games, drills and timed progress monitoring tools . Go Math quick checks, pre and post unit tests will be used to monitor student progress. Teachers meet to analyze student performance on the assessments during common planning and dedicated after school time on Mondays and Tuesdays, the students' performance information gathered is used identify those who are not mastering specific skills. Intervention plans for those students involving small group instruction during the math block are developed and implemented.

**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, teachers will demonstrate improved delivery of rigorous common core-aligned Math instruction that meets the needs of all learners as evidenced by an increase in student progress for all accountability groups on the NYS ELA State Test above the median growth percentile of 60%. |

**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:<br>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>• 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).<br>• Strategies to increase parent involvement and engagement<br>• Activities that address the Capacity Framework element of Trust | **Target Group(s)** *Who will be targeted?* | **Timeline** *What is the start and end date?* | **Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?* |
|---|---|---|---|
| Administrators will use observation data to develop targeted professional learning experiences for teachers on all grades | All teachers K - 5 | Sept. 2014 – June 2015 | School administrators will be responsible for implementing the activities. School administrators will be responsible for monitoring and overseeing the activities. |

| | | | |
|---|---|---|---|
| Administrators will use observation data to develop targeted professional learning experiences for teachers on all grades Teachers will work in teams to plan math lessons using the pacing calendar, Go Math! and Engage NY resources and student performance data. | All teachers K - 5 | Sept. 2014 – June 2015 | School administrators, coaches and teacher leaders will be responsible for implementing the activities. School administrators will be responsible for monitoring and overseeing the activities. |
| Selected teachers will work with TMI Math Achievement Coaches to improve their pedagogy skills in teaching math by attending small group professional learning sessions, team teaching and debriefing with the TMI Math Coach, and implementing math centers during the math instructional block . | All teachers K - 5 | Sept. 2014 – June 2015 | School administrators, coaches and teacher leaders will be responsible for implementing the activities. School administrators will be responsible for monitoring and overseeing the activities. |
| Selected teachers will participate in the TMI Math Leadership Institute throughout the school year to increase their pedagogical and leadership skills in math. | All teachers K - 5 | Sept. 2014 – June 2015 | NYC Writing Project Coach, school Coach and targeted teachers will be responsible for implementing this initiative. Grade level administrators will be responsible for overseeing the initiative. |
| Selected teachers will learn how to use the Mastery Connect System to develop standards based math questions in order to monitor student progress in mastering standards based skills and concepts. | All classroom IEP and ESL teachers. | Sept. 2014 – June 2015 | Lead teachers, Coaches and administrators are responsible for implementing the activities. Administration is responsible for overseeing and monitoring the activities. |
| Teacher teams will regularly review student work in order to monitor student progress of concepts and skills and plan next steps. | All teachers | Sept. 2014 – June 2015 | Lead teachers, Coaches and administrators are responsible for implementing the activities. |

| | | | |
|---|---|---|---|
| | | | Administration is responsible for overseeing and monitoring the activities. |
| Expanded Learning Time Title One Priority Afterschool Program will take two days a week afterschool. Students in grades 1st – 5th performing below grade level will be provided with small group and 1:1 instructional support in math | Students in grades 1st - 5th | January 2015 – May 2015 | Teachers and Coaches will implement the program. Administrators will oversee and monitor the program. |

**Part 4 – Resources Needed**

| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| TMI achievement Coaches, in house Coaches, common meeting time during and after school, access to Mastery Connect, funding for substitutes to release teachers to professional learning activities during school time. |
| n/a |

**Part 5 – Budget and Resource Alignment**

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

**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.

Formative assessment data in the form of unit assessments will be reviewed in January 2015 to determine progress and make any adjustments necessary.

| | | | | |
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| **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? | | | | |

Students are still struggling with the language of the Common Core aligned questions used in math during instruction, in interim and summary assessments.

Adjustments to be made:

- Work with students to apply the reading strategies they have learned to math word problems.
- Continue to move from procedural method of teaching math to addressing word problems in different ways – using more than one method/model to solve a problem.
- Work with ESL team to develop – Ladder of Vocabulary for key words increasing in complexity.

- Switching RTI groups in grades three, four and five from ELA to Math.
- Increasing focus on math during Title One Afterschool.
- Embed more word problems with problem solving and discussion time in math calendars.

## 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. | E |

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

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

**Quality Review Feedback 2013 – 2014**

Strengthen teacher practice so that teachers consistently develop high level questions to engage students in discussions that promote high levels of thinking.

- Teachers provide generic graphic organizers; create sentence starters and frontload vocabulary for the majority of lessons for the diverse needs of learners.
- Across classrooms teacher questions are mostly at low levels and do not always provide students with multiple entry points into the lessons or address the specific learning needs of students. As a result, there are limited opportunities for all students to fully participate in class lessons that engage them in high level thinking in order to advance student learning.
- Classroom lessons support partner talk and some teachers thoughtfully pair and group students based on specific strengths and needs where students complete tasks and projects in partnerships. As a result, student exposure to content and academic vocabulary and deep discussions about their work were limited, thus hindering opportunities for all students to participate in discussions that build vocabulary and extend their thinking.

Enhance teacher assessment practices to including checks for understanding to provide students with next steps and greater ability to improve their learning.

- Teachers use common assessments such as Developmental Reading Assessments, Acuity results, student performance assessment task data and end of unit test information to make curricula adjustments.
- However, analysis of student work does not yet result in adjustments to instructional strategies designed to improve student learning outcomes.
- In addition, teacher actionable written feedback to provide students with specific next steps to improve work is not consistent across all classrooms. As a result, there are missed opportunities for specific adjustments to be made in order to guide students to improve their work and maximize learning.
- The school monitors student progress through the analysis of assessment data, and rubrics are used by teachers to assess student work.
- The practice of student use of rubrics and checklists to self-assess and clearly identify their own next learning steps is not yet an embedded practice.
- In addition, teacher ongoing checks for understanding that immediately inform them of student understanding of lessons are inconsistent across classrooms, thus limiting the opportunity to make midcourse corrections to instruction to clarify student misunderstandings to support higher levels of student progress.

**PPO Feedback 2013- 2014**

- The school leader expressed that students learn best when there are clear expectations for academic and personal behaviors and when students are encouraged to interact with each other throughout the learning process.
- While the school leader expects students to learn through collaborative work, student group work and discussions was limited, thus hindering students from engaging in conversations about their work.
- In addition, review of student folders demonstrates student work at low levels, lacking both quality and rigor and the volume of student work is not reflective of student work over the course of the year.
- As a result, teaching practices do not promote student discussions and student work and work products did not reflect high levels of student thinking, thus impeding students from reaching their true potential.
- Teachers use an array of assessments to monitor student progress. Performance tasks, DRA, writing baselines, end lines, unit tests and rubrics are used by teachers to inform them of student mastery toward standards.

Teachers provide students with written comments about their work that guide students to improve their work. Rubrics, however, are primarily used by teachers to score work and students do not yet use rubrics to assess their work. As a result, there are limited opportunities for students to assess the quality of their own work, using rubric or checklist criteria to elevate their work and take full ownership of the work.

**Part 2 – Annual Goal**

| List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. |
|---|
| By June 2015 Grade level assigned administrators and the principal will conduct formal and informal observations using the **Danielson 2014 Rubric Adapted to NYC DOE Framework for Teaching Components.** Targeted actionable feedback will be provided to support teacher development to improve practice from developing to effective range in 3b. , Using Questioning and Discussion Techniques, and 3c – Engaging Students in Learning during the 2014 – 2015 school year. |

**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:<br>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>• 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).<br>• Strategies to increase parent involvement and engagement<br>• Activities that address the Capacity Framework element of Trust | **Target Group(s)**<br>*Who will be targeted?* | **Timeline**<br>*What is the start and end date?* | **Key Personnel**<br>*Who is responsible for implementing and overseeing the activity/strategy?* |
|---|---|---|---|
| Professional learning teacher surveys will be conducted throughout the year in order to develop targeted professional learning focused on 3b – Questioning and Discussion Techniques, 3c – Engaging Students in Learning and 3d- Using Assessments | All K – 5 teachers | Sept. 2014 – June 2015 | Coaches and administrators are responsible for implementing the activities. Administration is responsible for overseeing and monitoring the activities. |
| Teachers will be provided with class inter-visitations to observe best practices in 3b, c and d, debrief in teacher collegial teams and then plan next steps for implementation in their own classes. | All teachers | Sept. 2014 – June 2015 | Lead teachers, Coaches and administrators are responsible for implementing the activities. Administration is responsible for overseeing and monitoring the activities. |
| NYC Writing Project Coach will work with teachers on the fourth grade to support development of questions and use of discussion techniques to increase the level of rigor in questioning and increased use of discussion techniques. | All fourth grade classroom ,IEP and ESL teachers | Sept. 2014 – June 2015 | Lead teachers, Coaches and administrators are responsible for implementing the activities. Administration is responsible for overseeing and monitoring the activities. |
| Leadership Coach Learning walks with Administration will be conducted throughout the year to support further development of providing targeted feedback to teachers. | Leadership Coach and Administrators | Sept. 2014 – June 2015 | Leadership Coach and school administrators will implement and oversee the activities. |

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|---|---|---|---|
| NYC DOE Talent Coach for Danielson components calibration will conduct norming activities with the Administrative team during the year with the goal of ensuring the school cabinet is normed adequately to conduct quality formal and informal observations. | Talent Coach and administrators All classroom IEP and ESL teachers | Sept. 2014 – June 2015 | NYC DOE Talent Coach and school administrators will implement and oversee the activities. |

**Part 4 – Resources Needed**

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Development and implementation of teacher professional learning surveys in order to ascertain teacher needs around 3b,3c and 3d, so that differentiated Professional Learning sessions may be provided.<br>Identification of teachers who are consistently rated Effective or higher in 3b, 3c and 3d in order to set up inter-visitations.<br>Identification of outside resources that support development and implementation of structures, and strategies that foster student engagement and higher order thinking |

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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|---|---|---|---|---|
| **Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:<br>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.<br>• Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Increase in student engagement and demonstrated use of higher order thinking discussions resulting in an increased number of teachers receiving effective or higher in 3b – Using Questioning and Discussion Techniques 3c – Engaging Students in Learning, 3d – Using Assessment in Instruction as determined by observation data. Midpoint progress monitoring in January 2015. | | | | |
| **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 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. | E |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | 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.

Parents are surveyed in spring 2014 to ascertain the types of workshops they would like to attend. Workshops and activities that were well-attended the previous year and approved by parents to implement in fall 2014 are up and running, with each workshop included in the school-wide calendar. They are: Cool Schools Culture Pass Program, Cook Shop for Families, Learning Leaders Training, Common Core Learning Standards and How Parents Can Help Their Child at Home, Child Abuse Prevention, Making the Transition to Middle School, Develop Your Young Reader, How to Help Your Child Prepare for the New York State Exams, Writing From the Start; Saturday Family Workshops, Multiplication and Division, Introductory Computers for Parents, Homework Help, Parent and Student Book Making Series, Ridgewood Banking Program, Dental Screening Program (Kindergarten and First Grades), Annual Spelling Bee, and TIGER Day. The results of the spring 2013 Parent Survey will be used to schedule and run additional workshops during the 2013-2014 school year. Title I Parent Involvement funds will be used to provide workshop series during the school day. Title III Parent Involvement funds will be used to provide parent workshops and parent/student workshops on Saturdays, the following workshops are planned, Zumba Class, Rosetta Stone for parents, Early Child Development, Help Your Child Begin to Read, Help Your Child Get Ready to Write, Develop Your Child's Early Math Skills.

Teachers, guidance counselors and administrators are meeting with parents Tuesday afternoons to discuss individual student progress and their needs.

**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-

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| bound. |
| During the 2014 – 2015 school year parent attendance in workshops will increase by 20 % as compared to last year. |

**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:<br>▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>▪ 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).<br>▪ Strategies to increase parent involvement and engagement<br>▪ Activities that address the Capacity Framework element of Trust | **Target Group(s)**<br>*Who will be targeted?* | **Timeline**<br>*What is the start and end date?* | **Key Personnel**<br>*Who is responsible for implementing and overseeing the activity/strategy?* |
|---|---|---|---|
| Learning Leaders training will take place at the beginning of school year in order to increase the number of parent/guardian volunteers we have at school. | Parents/guardians interested in volunteering at school. | October 2014 | Parent Coordinator and Learning Leader Coordinator/trainer will implement the training. Administrators will oversee the program implementation. |
| Parent workshops to increase parents' understanding of data to support their ability to help their children will be organized and held based on parent survey that was conducted in the spring of 2014. | All parents/guardians in the school community | September 2014-June 2014 | Parent Coordinator, staff and CBOs will conduct the workshops. Administrators will oversee the program implementation. |
| Title One Priority ESL Academy for Limited English Speaking parents will take place afterschool. | Limited English Speaking parents in the school community | February 2015 – June 2015 | Parent Coordinator, staff and CBO will implement the |

| | | | |
|---|---|---|---|
| | | | Academy. Administrators will oversee and monitor the program. |
| n/a | n/a | n/a | n/a |

**Part 4 – Resources Needed**

| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| n/a |

**Part 5 – Budget and Resource Alignment**

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

**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:<br>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.<br>• Specify a timeframe for mid-point progress monitoring activities. | | | | |
|---|---|---|---|---|
| Parent workshop attendance will have increased by 10% by the February 2015. | | | | |
| **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? | | | | |
| n/a | | | | |

**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)** | Performance on F&P literacy assessment, and follow-up WIST, performance on published writing pieces, demonstrated need based on lack of understanding needed to complete tasks. | Wilson taught in small groups to students in Third through Fifth Grade during regular school day.<br><br>Fundations taught whole-group during the school day to Kindergarten students. It is also taught in small groups to students in Kindergarten through Third Grade during regular school day.<br><br>ReadyGen taught whole-group during the school day to students in Kindergarten through Fifth Grade utilizing Close Reading and scaffolding methodology. It is also taught one-to-one and in small groups to ELL's and Students with Disabilities in all grades.<br><br>Guided Reading Methodology using leveled text resources is taught in small groups during regular school day to students in Kindergarten through Fifth Grade.<br><br>Reading Recovery Program is taught one-to-one to First Graders in half-hour | Small group instruction for Wilson, Just Words and Fundations, 1:1 instruction for Reading Recovery | During the school day. |

| | | | | |
|---|---|---|---|---|
| | | sessions, five days per week during regular school day.<br><br>Guided Writing Methodology using graphic organizers, spelling support structures, and structured paper types is taught during regular school day to students in Kindergarten through Fifth Grade.<br><br>Reading and Writing strategies are taught one-to-one and in small group tutoring sessions in a three-month After-school program for students in Third to Fifth Grades. | | |
| **Mathematics** | Performance on quick checks, summary assessments and performance tasks. | GoMath reinforcement activities and games are used in small groups to students in Kindergarten through Fifth Grades during regular school day.<br><br>Math strategies are taught one-to-one and in small group tutoring sessions in a three-month After-school program for students in Third to Fifth Grades. | Small group instruction and 1:1 instruction | During school day |
| **Science** | Demonstrated need based on teacher observation of student performance and understanding of concepts. | FOSS Science Investigation Series is used one-to-one and in small group instruction during science program implementation during regular school day for students in Kindergarten through Fifth Grades. | Small group instruction and 1:1 instruction | During school day |
| **Social Studies** | Demonstrated need based on teacher observation of student performance and understanding of concepts. | One-to-one and small group instruction conducted during lessons in social studies during the school day to students in Kindergarten through | Small group instruction and 1:1 instruction | During school day |

| | | | | |
|---|---|---|---|---|
| | | Fifth Grades | | |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | At –risk small group guidance sessions are help for students demonstrating need based on SWIS report analysis, teacher or parent request based on observed behaviors that may not be reportable in SWIS, ie. Significant negative life event, depression. | Small group instruction and 1:1 instruction | Small group instruction and 1:1 instruction | During school day |

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

# 10X094 School Information Sheet Key

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **0K,01, 02,03, 04,05** | **Total Enrollment** | **1245** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **N/A** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **N/A** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **89.6%** | **% Attendance Rate** | **91.0%** |
| **% Free Lunch** | **89.6%** | **% Reduced Lunch** | **5.0%** |
| **% Limited English Proficient** | **29.0%** | **% Students with Disabilities** | **23.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **18.9%** |
| **% Hispanic or Latino** | **65.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **11.6%** |
| **% White** | **2.5%** | **% Multi-Racial** | **0.3%** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.35** | **# of Assistant Principals (2014-15)** | **5** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **14.4%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.7%** | **Average Teacher Absences (2013-14)** | **8.83** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **11.2%** | **Mathematics Performance at levels 3 & 4** | **12.3%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **57.1%** | **Science Performance at levels 3 & 4 (8th Grade)** | **N/A** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **N/A** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

## Section 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. |
|---|
| New teachers are mentored by experienced teachers in our school. In addition to this, grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or coaches. Teachers share best practices, School wide staff meetings are held to solicit teacher feedback for establishment of classroom expectations and the reinforcement of behavioral expectations in common areas. Teachers also attend professional development offsite during the summer |

**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). |
|---|
| NYCDOE Talent Coach will work with school administrators during the school year to continue calibration of rating low inference notes and developing feedback.<br>As applicable teachers will attend: ELL Professional development series offered by the Office of English Language Learners.<br>• TMI Leadership Institutes for teachers of ELA, Math, ELLs, Special Education.<br>• K – 2 teacher, coach and administrator participation in Astor Literacy Grant.<br>• Special Education and ELL professional development series offered by the NYC DOE.<br>• Teaching Matters Network Specialists work with teacher teams in house to continue to strengthen the Math and ELA curriculum using the GoMath! , ReadyGen, Junior Great Books, NYC Scope and Sequence for Social Studies and other Common Core aligned resources.<br>• Institute for Understanding Behavior - IUB provides TCI workshops to continue to implement PBIS with fidelity.<br>• Teacher Team Meetings and classroom inter-visitations to share and observe best practices.<br>• SETRC provides professional development sessions for our Paraprofessionals to develop teaching aide strategies and skills. |

**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.). |
|---|
| Open House sessions will be conducted in the spring for all families who have enrolled in Kindergarten for the 2014 – 2015 school year. Open House activities will include classroom observation of instruction, teacher presentations of Kindergarten curriculum and its alignment to the Common Core Learning Standards, overview of Parent Involvement activities conducted during the 2013 -2014 school year, and activities with resources families may participate in to support their child's academic and social emotional development at home |

**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. |
|---|
| School wide student assessments used this year are built into the Common Core Learning Standards aligned literacy (ReadyGen and Junior Great Books), and math (GoMath! And common core aligned performance tasks) These assessments include pre and post- tests, and quick checks for understanding and performance tasks. Teacher teams will work collaboratively to decide which assessments and quick checks to administer based on student progress. Kindergarten through fifth grade students will also participate in the NYCDOE Literacy and Math MoSL Baseline and End-line Performance Task Assessments. The Fountas and Pinnell Literacy Assessment will be administered to all students in grades Kindergarten through fifth to monitor student progress. |

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

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

| **Program Name** | **Fund Source** (i.e. Federal, State or Local) | **Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan. | |
|---|---|---|---|---|
| | | | **Column A** Verify with an (X) | **Column B** Page # Reference(s) |

| | | | | |
|---|---|---|---|---|
| Title I Part A (Basic) | Federal | 1,074,227 | x | 18,22,27,31,34 |
| Title I School Improvement 1003(a) | Federal | n/a | n/a | n/a |
| Title I Priority and Focus School Improvement Funds | Federal | n/a | n/a | n/a |
| Title II, Part A | Federal | n/a | n/a | 18,22,27,31,34 |
| Title III, Part A | Federal | 43,216 | n/a | 18,22,27,31,34 |
| Title III, Immigrant | Federal | n/a | n/a | 18,22,27,31,34 |
| Tax Levy (FSF) | Local | 6,599,450 | n/a | 18,22,27,31,34 |

[1]**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

***(Required for All Title I Schools)***

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

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

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

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## PARENT INVOLVEMENT POLICY 2014-2015

### *General Expectations*

P.S. 94x – Kings College School agrees to implement the following statutory requirements:

- P.S. 94x will put into operation programs, activities, and procedures for the involvement of parents consistent with Section1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S.94x will ensure that the required school-level parental involvement policy meets the requirements of Section1118(b) of the ESEA, and includes, as a component, a school community compact consistent with Section1118(d) of the ESEA.
- P.S. 94x will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, we will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative formats, upon request, and, to the extent practicable, in a language parents understand.
- P.S. 94x will involve the parents of children served in Title I, Part A programs and decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 94x will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

> As defined in Section 9101(32) of the No Child Left Behind Act, the term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
>
> (A) that parents play an integral role in assisting their child's learning;
>
> (B) that parents are encouraged to be actively involved in their child's education at school;
>
> (C) that parents are full partners in their child's education and are

included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in Section 1118.

For additional resources, parents may contact the New York State Parent Information and Resource Centers (http://www.spanadvocacy.org).

***Description of How P.S. 94x – Kings College School will Implement Required Parent Involvement Policy Component***

1. P.S. 94x will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:

   The Parents Association Executive Board will meet with the Principal once a month. The needs of the parents are assessed by survey each year. An Overview Curriculum Guide is sent out every month to update parents on the focus of each curriculum area of instruction. A monthly calendar is sent out to inform parents of assemblies, parent meetings, etc. and posted on our website. Class trips are posted on the school website calendar. Parent workshop offerings are sent out regularly to parents. The School Community Bulletin Board is also used to publicize events in multiple languages. There is also a school Website that translates into 80 different languages when parents select the language. A Parent Messenger phone system is also used to notify parents of significant events and their child's attendance. The service is provided in English and Spanish.

2. P.S. 94x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

   The P.S. 94x Parents Association Executive Board is a part of the School Leadership Team. Parents are notified by letter and at an annual meeting of school academic standing according to the New York State Department of Education.

3. P.S. 94x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

   The Parents Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents to publicize school events, address parent concerns and serve as a liaison between the school and the parents. School Assessment Team, School Counselors, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through Child Study Meetings, Individual Education Plans [IEPs], Parent-Teacher meetings, and Parent-Teacher Conferences. Parent/Guardian Question/Concern Forms are available in Main Office for communication with teachers.

4. P.S. 94x will coordinate and integrate Title I parental involvement strategies through the following programs:

    - Learning Leaders Parent Workshop Series
    - Robin Hood Library Open Access
    - Learning Leaders Parent Volunteers Program
    - Cookshop for Families Workshop Series

    We engage parents in the following ways:
    - Family Center run by our Parent Coordinator:
        - Supports families in our school community by providing translation services, introductions to key staff members at the school, and contacts to agencies and support services at school and in the community.
        - Plans and runs workshops based on parent survey selections
        - Organizes parent volunteers to support various school events.
        - Serves as a hub for families to meet informally before, during and after school.
    - School Leadership Team: our parents are active partners on the SLT.
    - Parents Association: Runs monthly meetings. Topics include curriculum, testing, planning and running fund raisers, special events for parents, and families. Our Parents Association also helps us out with fundraising for our Community Service Project and Fifth Grade Activities.

5. P.S. 94x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial minority background). P.S. 94x will use the findings of the evaluation about its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

    P.S. 94x will conduct a parent survey each year. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings.

6. P.S. 94x will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

    a. P.S. 94x will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
        i. State's academic content standards.

ii. State's student academic achievement standards.

iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

b. P.S. 94x will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Offering workshops on parent selected topics throughout the year as well as informational meetings regarding curriculum (Meet & Greet; Open School Weeks), articulation (Grade 4 and Grade 5 Parent Meetings) and preschool entry (Kindergarten Open House). Maintaining a variety of on-line programs listed on our website which can be accessed from home. The school library maintains Open Access hours for parents every day. A monthly calendar along with follow-up flyers is regularly distributed to inform parents of upcoming events and school activities. A school website provides a wealth of information for parents and students to use.

c. P.S. 94x will, with the assistance of its parents, educate its teachers, pupil personnel services, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:

Parents are informed of school activities via the school website, monthly school wide calendars, follow-up flyers, School Messenger Service, parent letters and alerts from the administration and from the teachers.

d. P.S. 94x will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

P.S. 94x collaborates with the Mosholu Montefiore Community Center which runs a community preschool program. In June, the school hosts an Open House for in-coming kindergarten children and their families. The Open House provides an opportunity for the preschool families to meet with our school community.

e. P.S. 94x will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Parent notices are backpacked. Notices are posted at main door entrances and School Community Bulletin boards. Information on our website can be translated into 80 different languages. Translations of information in other languages are also made by school staff, NYC Translation Unit, "Google Translate" and outside contracted agencies. Parents are contacted by phone as the need arises. School Messenger is also utilized to inform parents.

7. Community Engagement

Partnerships:

- P.S. 94x Parents Association
- OST Programs – Mosholu Montefiore Community Center - All Grades
    - After School Program
    - Summer Away Day Camp- Summer of 2014 K - 4
- PENCIL (Principal for A Day)
- Learning Leaders
    - Montefiore Medical Center Partnership
    - P.S. 94x Parents Group
- Pennies for Patients Community Service (National Leukemia and Lymphoma Society)
- Institute for Understanding Behavior
- Modell's Team Weeks Fundraising
- Box Tops for Education Fundraising
- Food Bank of the City of New York
- Health First
- Ridgewood Savings Bank (Grades 1, 2 and 3)
- Lehman College Art Gallery
- Guidance Interns
- Student Teachers
- First Book.org
- NYPL Mosholu Branch
- Studios In a School
- Boy Scouts
- Lehman College Art Gallery Project
- Mosholu Parkway Nursing and Rehabilitation Center
- POTS (Part of the Solution) Food Pantry

Grants:

- Robin Hood Library Grant:
    - Provides instruction and resources aligned to the school curriculum
    - Provides Open Access hours for students and their families before and after school, ongoing purchase of resources aligned to DOE and State instructional initiatives
    - Yearlong Reading Challenge Competition - Grades 2 – 5
    - Second Grade Reading Challenge and Tiger Day Event

        - Book Fairs
        - Parent Workshops
    - Council Grants
        - Recess Enhancement Program (REP) provides recess activities twice a week for the school during lunch recess
        - SMARTBOARDS for the Main Building classrooms
        - Classroom laptops for all fifth grade classes
    - Citizens Committee for New York City—Unity NYC Grant
    - Council for the Arts Grant creating literacy based murals for the Annex walls
    - Donors Choose Grants for teacher projects- more than 20 teachers funded to date
    - Library Parents as Partners Grant – Spring 2014 at the Annex for our K and 1 families

*The following programs are provided to our parents over a series of weeks.*

- Introduction To Computers
- Learning Leaders Training

*The following Enrichment Programs take place all school year and are activities provided to our students.*

- Peer Mediation (Grades 3 – 5) supports students in resolving disputes peacefully
- Student Council Grades 3 - 5
  Governed by student voted peers
  Supports Community Service Initiatives
  Fifth Grade students assist with planning Fifth Grade Spirit Week
- Cool Culture Pass - K
- Cook Shop Classroom – K and 1
- Studios in a School – Grades 3 and 4
- STEP Team
- STARS Spirit Squad (Cheerleading Team)

*The following **Enrichment Activities** take place over a series of weeks during the school year and are activities provided to our students.*

- Robin Hood Second Grade Reading Challenge and TIGER Day Celebration (involves parents as well)
- Robin Hood Yearlong Reading Challenge - Grades 2 – 5
- Spelling Bee Competition- Grades 4 and 5
- Math Fact Competition- Grades 3 – 5
- Book Fairs – Fall, Winter and Spring K - 5
- Spring Talent Show (IDOL)
- Literacy Academic Intervention Programs: Wilson, FUNDATIONS, Just Words, Reading Recovery
- GO Math small groups
- Parent Workshops
- Monthly Calendar Activities
- At-risk student counseling groups
- PBIS STARBUCKS – Whole-Class Acknowledgement System with Class Celebrations
- PBIS STARS TICKETS – Individual Student Acknowledgement System

- PBIS School Store - Students earn STARS Tickets and use them to purchase items
- CICO (Check In-Check Out) STARS Card Program
- Student Clubs – A variety of club activities based on student interests

The School Parent Involvement Policy was developed jointly with, and agreed upon by parents of children participating in Title I, Part A programs. The Policy is distributed yearly to all parents at Parent-Teacher Conferences and is posted on the school website.

## SCHOOL COMMUNITY COMPACT

The PS 94x – Kings College School Staff, the students of PS 94x, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) at PS 94x, agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

**The School Community Compact is in effect during the school year.**

**The School-Parent Compact: Literacy**

***School's Pledge: We agree to***

- Teach our students to read
- Foster a love of reading by engaging students in meaningful discussions about their reading
- Pledge to provide materials and opportunities to read in school
- Assign reading homework every night
- Provide additional support to students who are struggling
- Monitor reading homework
- Provide parents/guardians and students with test preparation strategies that can be practiced at home
- Celebrate our successes in reading

***Parent's/Guardian's Pledge: We agree to***

- Encourage our children to read by taking them to places where they can read
- Read together with them and/or read to them
- Monitor our children's reading habits by talking to them about what they have read
- Help our children prepare for standardized tests

***Student's Pledge: I agree to***

- Go to the library and read
- Read with my family at home and at the library
- Practice understanding what I am reading by discussing what I read with others
- Promise to complete books that I begin
- Read a wide variety of reading materials
- Read every night

- Read at least the minimum number of books by fulfilling the state standard of at least 25 books
- Demonstrate evidence of reading assignments to meet or exceed the state standard
- To broaden and deepen comprehension levels using related activities/lessons

**The School-Parent Compact: Mathematics**

***School's Pledge: We agree to***

- Teach students according to state math standards
- Assign math homework on a daily basis
- Provide additional support to students who are struggling
- Celebrate our math successes
- Monitor homework
- Practice different math strategies with our students
- Provide parents/guardians and students with test prep strategies that can be practiced at home

***Parent's /Guardian's Pledge: We agree to***

- Expose our children to opportunities that will allow them to practice math skills
- Be actively involved with our children's homework assignments, math projects, etc.
- Help reinforce math concepts at home
- Help our children prepare for standardized tests

***Student's Pledge: I agree to***

- Participate in all math activities in school
- Ask for help when I need it
- Complete homework assignments
- Practice my basic facts until I know them by heart

**The School-Parent Compact: Science**

***School's Pledge: We agree to***

- Teach students according to science standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our science successes
- Practice different scientific thinking processes

***Parent's/Guardian's Pledge: We agree to***

- Help reinforce science concepts at home
- Help our children prepare for standardized tests
- Be actively involved in children's homework assignments and science projects
- Expose our children to opportunities that will allow them to practice science skills

***Student's Pledge: I agree to***

- Follow the science class rules
- Try my best and participate in all science investigations
- Ask for help when I need it

**The School-Parent Compact: Social Studies**

***School's Pledge: We agree to***

- Teach students according to State Social Studies standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our social studies successes

***Parent's/Guardian's Pledge: We agree to***

- Help reinforce science concepts at home
- Help our children prepare for tests
- Be actively involved in children's homework assignments and social studies projects
- Expose our children to opportunities that will allow them to research skills

***Student's Pledge: I agree to***

- Follow the social studies class rules
- Try my best and participate in social studies projects.
- Ask for help when I need it

**The School-Parent Compact: The Arts**

***School's Pledge: We agree to***

- Expose students to experiences in the Arts as outlined in the New York City Benchmarks for the Visual Arts
- Allow students to exercise their imagination through exploration of art materials
- Expose students to a variety of the best art materials and techniques
- Foster a love and appreciation of Art by displaying our students' work in our school
- Celebrate creativity by allowing students to give meaning to their experiences through drawing
- Study and honor the art history of our culture and the culture of others

***Parent's/Guardian's Pledge: We agree to***

- Celebrate our child's Artwork when they bring it home
- Display our child's artwork in our homes
- Encourage our children to talk to us about their artwork

***Student's Pledge: I agree to***

- Take my Artwork home to show my family
- Always try my best especially when a new material or experience is given to me
- Complete my Art projects
- Use my time in Art wisely
- Express my experiences through Art

**The School-Parent Compact- Physical and Health Education/Creative Dance Movement**

***School's Pledge: We agree to***

- Provide our students with the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities and maintain personal health

- Equip our students with the knowledge necessary to create and maintain personal health
- Teach our students how to manage their personal and community resources

***Parent's/Guardian's Pledge: We agree to***

- Send my child to school with appropriate attire for physical education/Creative Dance Movement
- Review and discuss health and nutrition materials with my child
- Discuss with my child the importance of physical education/Creative Dance Movement
- Support the school by participating in school sponsored Field Day physical activities

***Student's Pledge: I agree to***

- Enter and leave the gym in line as described by my instructor
- Walk and sit on my floor spot as described by my instructor
- Stop, look and listen when I hear the whistle
- Always show good sportsmanship
- Come dressed and prepared for physical activities

**The School-Parent Compact: Expectations for Community Living - PBIS**

***School's Pledge: We agree to***

- Treat our students with respect
- Implement character education school wide
- Implement PBIS (Positive Behavior Intervention and Supports) school wide
- Celebrate positive citizenship
- Set clear expectations for appropriate school behavior
- Provide peer mediation to assist students in resolving disagreements peacefully with peers
- Inform parents when students engage in inappropriate conduct
- Partner with the parents in building a mutually respectful, nurturing learning environment

***Parent's/Guardian's Pledge: We agree to***

- Be a positive role model for my child
- Inform the school of problems that might interfere with my child's learning
- Meet with the school if there is a problem that needs to be resolved
- Assist my child in peaceful conflict resolution
- Be actively involved in my child's education by supporting the school's activities
- Partner with the school community in building a mutually respectful, nurturing learning environment
- Provide school uniforms and ensure that my child wears it daily

***Student's Pledge: I agree to***

- Abide by the school wide rules
- Respect myself and my school community
- Resolve disagreements peacefully
- Try my best and work my hardest
- Wear my uniform daily

**The School-Parent Compact: Communication**

***School's Pledge: We agree to***

- Inform parents of students' progress
- Distribute NYDOE email addresses of staff members
- Hold two Parent/Teacher Conferences, one each school semester
- Hold a "Meet and Greet," at the beginning of each school year
- Hold an "Open House," for incoming kindergarten students and their families
- Respond to inquiries in a timely fashion
- Use School Messenger as another vehicle for communicating scheduled events and attendance information
- Provide information regarding our state status, report cards, Quality Review and Principal's Performance Review
- Provide progress reports on individual students upon request of a parent/guardian
- Provide periodic curriculum overviews to parents
- Send home monthly calendar of events
- Send home announcements in a timely fashion

***Parent's/Guardian's Pledge: We agree to***

- Provide updated contact information on blue emergency card and notify main office in writing
- Provide updated contact information to classroom teachers
- Provide email and telephone numbers
- Respond to school inquiries in a timely fashion
- Sign and return documents sent home by the school in a timely fashion
- Read documents sent home by the school
- Attend school functions pertaining to my child
- Listen to my children

***Students Pledge: I agree to***

- Give information sent home by the school to my parents/guardians
- Inform my parents/guardians of school functions

**September 2014**

**Dear Parents/Guardians,**

**The New York City Department of Education has identified "College and Career Readiness" as the cornerstone for success. Preparation for success in college and careers goes beyond book knowledge. Our students must also master other skills and behaviors that lead to success in college and the workplace.**

**High expectations and support are critical for our students' success. To be prepared for challenging college courses and demanding jobs, all of our students must develop strong writing, critical-thinking, problem-solving, and creative skills.**

**College and career readiness can only happen when we work together. Family involvement is a key component to student success in school and after graduation.**

**With this in mind, we have developed "College and Career Readiness" Matrix to support our students at P.S. 94 (see reverse side). Please review the Matrix at home with your child. Post it prominently and refer to it as you encourage and motivate your child for success both now and in the future.**

**In addition, here are some useful online tools to give you power to track your child's academic progress and to find out what's happening at your school:**

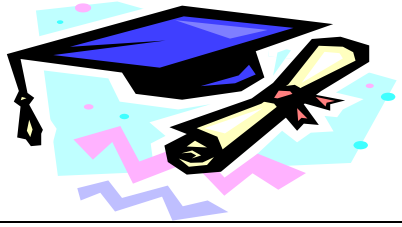
- **ARISParentLink.org - information about your child's academic progress**
- **ps94x.org – PS94's own school website**
- **Schools.nyc.gov – latest news and announcements about the City's schools**
- **Schools.nyc.gov/Subscribe – regular e-mail alerts**
- **Schools.nyc.gov/ParentsFamilies - information for parents and families**

**If you don't have Internet access at home, you can use the free Internet access at a public library or at P.S. 94's Library [Monday – Friday, 8:00 AM – 8:50 AM; Wednesdays and Thursdays, 2:20 PM – 3:20 PM].**

**Thank you.**

**Diane DaProcida**
**Principal, P.S. 94x**

# COLLEGE AND CAREER READINESS
## Fourth and Fifth Grades

| | |
|---|---|
| |  |
| Safety | - Use materials as intended<br>- Dress for Success ~ Wear uniform everyday<br>- Practice healthy habits<br>- Follow the STARS behavior expectations |
| | |

| | |
|---|---|
| **T**eamwork | **- Participate**<br>**- Work cooperatively and share ideas**<br>**- Encourage one another**<br>**- Consider all sides of a problem**<br>**- Be an active listener until recognized to speak** |
| **A**lways Responsible | **- Be ready to learn**<br>**- Get a full night's rest**<br>**- Eat breakfast everyday (at home or at P.S. 94)**<br>**- Arrive on time and remain for the entire day**<br>**- Come to school everyday** |
| **R**espect | **- Take on challenges and set goals**<br>**- Use your time effectively**<br>**- Begin homework, projects and assignments right away**<br>**- Complete homework, projects and assignments on time**<br>**- Appreciate different beliefs, ideas and opinions** |
| **S**elf-Control | **- Stay focused**<br>**- Persevere**<br>**- Challenge yourself**<br>**- Always do your best**<br>**- Ask for help** |

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

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

# Part I: School ELL Profile

### A. School Information ⓘ

| | | |
|---|---|---|
| District 10 | Borough Bronx | School Number 094 |
| School Name The Kings College School | | |

### B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Diane DaProcida | Assistant Principal Frank Lucerna |
| Coach Aleris Quinones | Coach type here |
| ESL Teacher Rosalee Choniuk | Guidance Counselor Lucy Rivera |
| Teacher/Subject Area Susan Caico/ESL | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Miriam Seminario |
| Related Service Provider type here | 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. | 6 | Number of certified bilingual teachers not currently teaching in a bilingual program | 2 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers not currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 4 |

### D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (Excluding Pre-K) | 1198 | Total number of ELLs | 360 | ELLs as share of total student population (%) | 30.05% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and EPs) Check all that apply | K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐ |
|---|---|

### This school offers (check all that apply):

| | | | |
|---|---|---|---|
| Transitional bilingual education program | Yes☒ | No☐ | If yes, indicate language(s): Spanish |
| Dual language program | Yes☐ | No☒ | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | 1 | 1 | 1 | 0 | 0 | 0 | | | | | | | | 3 |
| **Dual Language** (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| **Freestanding ESL** | | | | | | | | | | | | | | |
| Push-In | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | 30 |
| self-contained | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | | 1 |
| **Total** | 6 | 6 | 6 | 6 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | 360 | **Newcomers (ELLs receiving service 0-3 years)** | 242 | **ELL Students with Disabilities** | |
| **SIFE** | 0 | **ELLs receiving service 4-6 years** | 115 | **Long-Term (completed 6+ years)** | 3 |

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

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
| **TBE** | 74 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| **Dual Language** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **ESL** | 168 | 0 | 20 | 115 | 0 | 29 | 3 | 0 | 1 | 286 |

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
| **Total** | 242 | 0 | 36 | 115 | 0 | 29 | 3 | 0 | 1 | 360 |
| Number of ELLs who have an alternate placement paraprofessional: 0 | | | | | | | | | | |

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE spanish | 25 | 19 | 28 | 0 | 0 | 0 | | | | | | | | 72 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| **TOTAL** | 25 | 19 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

*EP=English proficient student

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

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

| This Section for Dual Language Programs Only | |
|---|---|
| Number of Bilingual students (students fluent in both languages): ___ | Number of third language speakers: ___ |
| Ethnic breakdown of EPs (Number):<br>African-American: ___ Asian: ___ Hispanic/Latino: ___<br>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 | 50 | 47 | 60 | 33 | 54 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 284 |
| Chinese | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 5 | 13 | 8 | 3 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Urdu | 1 | 1 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Arabic | 0 | 0 | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Haitian | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| French | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 2 | 0 | 7 | 1 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| **TOTAL** | **61** | **63** | **79** | **39** | **66** | **52** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **360** |

# 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) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 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 | 35 | 8 | 0 | 0 | 43 |
| 4 | 38 | 5 | 0 | 0 | 43 |
| 5 | 30 | 4 | 1 | 0 | 35 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | 22 | 6 | 16 | 0 | 2 | 0 | 0 | 0 | 46 |
| 4 | 33 | 7 | 9 | 0 | 2 | 0 | 0 | 0 | 51 |
| 5 | 25 | 12 | 3 | 0 | 0 | 0 | 0 | 0 | 40 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 12 | 7 | 20 | 0 | 12 | 0 | 0 | 0 | 51 |
| 8 | | | | | | | | | 0 |

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

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

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

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

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

   We use the DRA to assess the early literacy skills of our ELLs (K-5). Our newcomer ELL students have limited vocabulary and language skills in both their native language as well as English. Orally and in writing they communicate in simple sentences. We have created vocabulary development strategies in all content areas as well as literacy within the Ready Gen program that also encompasses the

scaffolded strategies handbook. We have expanded the model vertically in all grades. ESL teachers use total body response activities, visuals, graphic organizers, and cooperative learning activities to broaden the verbal and written language of all our students. With our current implementation of the Ready Gen program vocabulary expansion, questioning strategies and language extension activities are utilized with all of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students score higher on the listening and speaking portion of the NYSESLAT rather than the reading and writing portion. Additionally, our students stall at the intermediate and advanced levels in the upper grades of the NYSESLAT. The patterns observed across the NYSESLAT modalities have impacted our instruction. We are tailoring our strategies to take into account the academic needs of our ELLs in reading and writing. Students are paired with more proficient learners in cooperative groups. Additional visual aids and graphic organizers are provided that assist students in responding to a text in broader more in depth ways. Vocabulary expansion activities are provided to students throughout the day including strategies such as "chunking", "turn and talk" and close reading. Our findings reveal that our beginners on the LAB-R K-5 show very limited English proficiency in the areas of comprehension skills and letter sound/recognition. In addition, in grades 1-5 there is a low level of proficiency in the domain of reading and writing; not only the English component but in their native language Spanish as well. The intermediate and advanced level students lack in the area of background knowledge, content, vocabulary and grammatical structures which hinder their ability to pass the test. Lack of formal education results in a high number of upper gradebeginner level ELLs.

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)
According to the patterns mentioned above, the data drives instruction to offer additional support in the areas of reading and writing in addition to what additional support services our ELL students can benefit from. As of October 2013, the RNMR is not available on ATS.

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?

Based on these patterns students in the upper grades are stalling at the concrete level of reading proficiency in grades 3,4, and 5. ESL instruction for intermediate and advanced learners is focused on expanding student understanding of academic vocabulary and the use of this vocabulary in oral and written form. During regular classroom instruction teachers use small group reinforcement activities that provide additional visual support and strengthen oral language incorporating concepts being taught in the classroom. Teachers incorporate higher level thinking questioning where students must demonstrate understanding of content through explanation, demonstration and discussion. ESL instruction in the lower grades for intermediate and advanced students focuses on expanding oral language development using highly engaging read alouds, shared reading and guided reading texts. Students then work with graphic organizers to build and structure sentences in a variety of ways. During regular instruction in the lower grades, a greater emphasis is being placed on expanding the prior knowledge of students through cooperative learning activities. We are not using periodic ELL assessments.

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*.)
Within the RtI framework, tier 2 and tier 3 students receive intervention from additional support staff utilizing the Reading Recovery program as well as the Wilson Reading and Fundations programs. Additionally beginning December 2013, our beginner ELLs (gr. 3-5) will begin the Rosetta Stone Language Learning Program. Push-in, explicit instruction is provided across all grade levels.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We ensure the students' second language development is considered in our instructional decisions when purchasing, if applicable, materials in their native language. Also, teachers provide native language support when possible.Through the use of scaffolded, differentiated instruction, visuals, graphic organizers , glossaries a childs' second language development is supported.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL programs based on the number of ELLs who are able to advance their proficiency levels on the NYSESLAT as well as pass the ELA in the upper grades. As a result, we use the DRA as a measure of students progress from the

beginning of the year to the end. Our goal with the DRA is move all students as to align them to grade level expectations providing interventions for those who are identified as tier 2 according to the RtI model. We noticed that we need to expose and prepare our first year test taking ELLs (3rd grade) to testing procedure and format, in order to increase their overall performance as compared to grades 4 and 5 who are more familiarized with these state exams.

# Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   During registration two of our ESL pedagogues have set aside time for registration on a rotation basis throughout the year. The parent is greated by the licensed ESL teacher in the main office where the HLIS (in their native language when applicable) is administered and parent is interviewed, including child. Our licensed ESL pedagogues are able to translate/interview as needed in Spanish. The parent is also informed of the purpose of HLIS and next steps based on results in their native language. Based on the language ratio results, if language is other than English, the child is given the LAB-R within ten days as mandated including Spanish LAB for those identified as Spanish speakers. Spanish LAB is administered to the native Spanish speakers if they do not pass the LAB-R to determine if they would benefit from a bilingual setting.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   If students are identified as an ELL, parents are invited to attend a parent orientation through a formal invite letter provided in their home language. At the orientation parents are welcomed, explained the purpose and importance of orientation and given choices such as TBE, DL, and ESL offered for ELLs. They then watch the DOE video which also explains the program choices. Afterwards, they are given a program selection form, in their home language, where they are asked to choose their preferred program. The meeting is conducted by the ESL teacher and parent coodinator following an agenda. Bilingual translators in Spanish and Bengali (given that these are our predominant language groups) are present. Besides an orientation invite parents receive phone call reminders from the parent coordinator. Currently the parent orientations are scheduled periodically to address the new admits.Results from the parent orientation are later analyzed, inputted within ELPC screen (ATS) and provided to grade supervisors for program determination purposes.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Translated entitilement letters (placement and continuation) that notify parents of the child's proficiency level and their entitlement to federally mandated program choices are sent home with a signature request tear off. Tear offs are returned/collected by ESL staff to ensure parents are informed of child's placement and to inform that the only way to exit program is by passing the NYSESLAT exam in the spring. These tear offs are organized in evelopes and cross referenced by grade specified class lists (ROCL) to confirm their return. If tear offs are not returned, subsequent requests are sent home again until returned. Entitlement letters for the current school year are organized and filed within the ESL office. At the parent orientation, the parent survey and program selection forms are collected, copied and filed also within the ESL office. Originals are filed within the students' cumulative folders.
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.
   At the orientation, we strive to provide translation in the native language whenever possible. Once parent selection forms are reviewed, results are sent to grade supervisor to determine placement of student based on program choice. Also, Spanish LAB results are taken into consideration for bilingual placement purposes. In addition, program placement is confirmed throuh phone call or school letter and placement letter for new admits.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All four components of NYSESLAT exam are given based on a time framed test schedule and student list created by coordinator from ATS (RLER) and entitlement list to ensure all students are tested. These exams are administered by qualified staff after receiving proper training for each component. Upon noticing student's absences, parents are notified by phone stating the importance of their presence for these exams. Further actions are taken if necessary.

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.

Based on 2011-2012 school year, there was an indication of a higher interest for ESL classes for Kindergarten. (80% of parents were interested in ESL). For those who requested bilingual classes, they were given their option resulting in one Kindergarten bilingual class as well as one first grade. In 2012-2013, the trend continued resulting in a Kindergarten, first and second grade bilingual class. For those newcomers in the upper grades (3,4,and 5), bilingual choice was not granted since there is no bilingual program currently offered in the upper grades. Therefore, those parents were given their second choice, ESL.. We had two self-contained ESL certified classrooms. Currently, in the 2013-2014 school year, bilingual is offered in grades K, 1 and 2. We have one grade 3 self-contained ESL classroom. Grades 4 and 5 receive ESL push-in instruction.

# 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])?

Regarding instructional models, we have:

Transitional Bilingual- One Kindergarten, one first and one second grade class that receive all day instruction from a licensed bilingual teacher. The Kindergarten and second grade classes are bilingual CTT classes, taught by licensed bilingual and special ed. teachers who co-teach literacy and math. Within our transitional bilingual program, the majority of ELLs are of beginner and intermediate levels, therefore receive their mandated native language support of 60 percent within areas of literacy and math. In science and social studies content areas, about 40 percent is taught in English language with a linguistic summary at the end of each lesson. As students become more advanced in the English language teachers differentiate and offer more English language support. Our Go Math Program within TBE is delivered in Spanish, their native language along with program matrials in Spanish as support. Lessons are differentiated with an emphasis on vocabulary and critical thinking skills through the use of manipulatives, cooperative learning activities /groups, and games that reinforce concepts taught. Our coach regularly attends math workshops specifically geared toward ELLs and how to better support classroom teachers in their instruction. For our science program, our school utilizes the Foss Program which incorporates content vocabulary and hands-on experiments to better facilitate learning. For science and social studies, content is instructed in the English language using ESL strategies such as realia, visuals and various techniques to assist them in learning the material. Students are given a linguistic summary of the end of each lesson. In science and social studies, picture dictionaries are utiloized and quizzes/materials are differentiated to ensure that content is aligned with standards.

Native language instruction includes themes and activities that are academically challenging. The instruction incorporates challenging work that develops cognition and utilizes higher order thinking skills. Our 140 minute daily common core literacy block addresses the five areas of reading instruction: phoenemic awareness, phonics, fluency, vocabulary and text comprehension. The components of the literacy block are: read aloud, shared reading, guided reading, independent reading, word study and writers' workshop. ELL students will continue to learn content area in their native language with adequate support provided for English language development. Students in bilingual classes will receive a minimum of 360 minutes instruction in native language arts. ELLs will receive a minimum of 180 minutes instruction in English as a Second Language. Our students will be assessed using DRAs, informal reading running records, writing baselines, math performance assessmets.

Freestanding English as a Second Language- ESL Push-In Model- six licensed ESL teachers who service ELLs daily using a push-in model for all K-5 beginner, intrmediate, advanced, long term ELLs and ELLs with SWD. There are approximately seven classes per grade. Within each class there are mixed proficiencies of ELLs to be serviced.

Also, we have one self-contained third grade ESL classroom.

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)?

Within our transitional bilingual classes they initially receive 80% instruction in their native language and gradually it decreases as their English increases. Native language support is utilized when necessary and beginner, intermediate and advanced receive 45 minutes daily of native language arts instruction. We use Las Cartillas in grades K-1 bilingual for Spanish native language instruction. In addition, ESL/ELA component is implemented with beginners and intermediates receiving 360 minutes per week and advanced receiving 180 minutes per week.

Self-Contained ESL where ELLs receive their mandated minutes in the classroom by dually licensed pedagogue. All organizational models, including self-contained ESL contain ELL groups that are grouped heterogeneously. All content areas are taught through scaffolded ESL instruction. All our program models, including bilingual and ESL, utilize strategies from the sheltered instruction observation protocol (SIOP) method. Including daily targeting of explicit language and content objectives within lessons.

Our ELLs are instructed using whole group instruction that incoprorates scaffolding. An instructional focus is development of vocabulary within content areas utilizing tools/techniques such as: word wall, four corners, flash cards, graphic organizers and pictionaries. Cooperative learning techniques are implemented as well as pairing students by levels.

ESL push-in model- including ELL sub-groups (SIFE, newcomers, long term ELLs and special ed.) - Students within the subgroups are invited to am extended day where they receive small group instruction to assist them in obtaining language proficiency. Daily scaffolding is key to our instructional program. Some of these techniques such as KWL charts, word banks, graphic organizers, and vocabulary development (visuals) are implemented to assist their literacy skills. These students are introduced and familiarized with standardized testing formats by deconstructing/constructing passages (chunking), jigsaw, questioning, using context clues, note taking, understanding of concepts of text questions such as: compare/contrast, main idea, and making inferences. In addition, when possible, our students receive additional support through small group instruction targeting content through vocabulary activities, visuals, TPR, realia, scaffolding, modeling and oral language development through targeted conversational activities. Also, when possible, hands on and manipulatives are incorporated as well as technology (smartboard activities, computer software such as Imagine Learning, One More Story, Raz Kids and Starfall, GoMath component).

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.

   Our science curriculum is hands on and inquiry based, Foss. Our social studies cluster teacher aligns lessons with grade curriculum incorporating appropriate, cooperative learning activities. To facilitate learning, smartboard activities such as Brainpop are utilized. Also, content areas are embedded within the Ready Gen program that we utilize. Currently, this year we have initiated the GoMath program.

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

   Within our Go Math program students are assesed in their native language only in Spanish.

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

   Our ELLs are evaluated within the four modalities of English acquisition utilizing DRA, informal/formal assessments and classroom lesson activities such as group discussion, reading comprehension and writing baselines.

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

In order to differentiate instruction for our newcomer ELLs we implement scaffolded instruction which includes a buddy system that pairs them with a student that, when feasible, speaks their native language. We use a variety of strategies that include: visuals, TPR, hands on activities and cooperative learning. We also are implementing the Rosetta Stone program as well as inviting them to extended day for small group, explicit instruction to facilitate language acquisition. For our ELLs who are 4-6 or long term we are implementing RTI support for them with push in and pull out services that are provided by licensed pedagogues who target the literacy skills for these students. Our former ELLs continue to receive scaffolded instruction as well as test accomodations.

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?

   We utilize the Smartboard in order to scaffold content to our ELLs - SWDs. We also incorporate cooperative learning groups and buddy systems, listening centers, technology based programs are utilized to assist with content learning. In addition, visuals, vocabulary expansion activities and graphic organizers, along with questioning techniques are incorporated to make content comprehensible.

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?

   ESL staff attends grade level common planning weekly meetings to offer input on lessons and provide suggestions in differentiation/scaffolding so students may achieve their IEP goals. At these meetings, scaffolding strategies are discussed as well as lesson plan differentiation. Additionally, classes are grouped into cohorts that stream across the grade. New programs within literacy and math are Ready Gen and GoMath that guide teachers in making teaching more effective.

**Courses Taught in Languages Other than English**

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

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

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

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

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

## Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|---|---|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |

| | 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.
   Our targeted intervention programs for ELLs include Wilson Reading, Fundations, Reading Recovery, out of classroom push-in RtI support teachers that provide small group explicit instruction. Ready Gen and GoMath programs use differentiated small group explicit lessons encompassing vocabulary and RtI model. In addition, targeted intervention occurs during extended day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our current ESL push-in model is aligned with the Common Core State Standards and classroom teachers content objectives while focusing on language objective to enhance English proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
    Currently, we have implemented GoMath and Ready Gen for the 2013-2014 school year. Also Rosetta Stone will be utilized for our newcomer ELLs.
12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All students are included in all our programs such as: Spirit Club, STEP, Basketball Club, Library Open Access. We also have the following programs: Learning Leaders Company, MMCC Wrap Around Program. Another afterschool program will be implemented in January for three afternoons a week. It will run through until state testing begins. The SES programs are small group instruction academic supplemental services. The MMCC is an afterschool recreation homework support and enrichment program. We use the bilingual services of our parent coordinator to reach our Spanish bilingual families. We strive to provide translation on all of our documents presently, Spanish and Bengali are our largest ELL groups. We also use the DOE phone translation unit as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The instructional materials used to support our ELLs are native language glossaries/texts, visual aides such as charts, word walls and graphic organziers, hands on activities with manipulatives, use of smartboard, computer based software such as: Starfall, Imagine Learning, One More Story, Reading A-Z, RAZ kids, and guided reading/writing notebooks.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is provided not only through ESL but also by school personnel including classroom teachers who provide support orally and written to students during the school day to provide understanding for ELLs who may be struggling with content and concepts in their subject area. In addition, glossaries, dictionaries and materials especially in Spanish are provided when necessary. Also, teachers group/buddy students of the same language for certain activities so they can assist each other and respond in the native language and facilitate in English language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required services support and correspond to students grade levels. Beginner and low level intermediate newcomers ELLs will be utilizing Rosetta Stone to facilitate language. Also, the intermediate and advanced students , in addition to newcomers, receive ESL instruction that is aligned with grade curriculum with a focus on language development within the four modalities reading, writing, speaking and listening emphasizing modeling, scaffolding, and vocabulary expansion.
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.
    Newly enrolled Kindergarten ELLs are invited to our open house events in June. Translators are available during these events to discuss programs and answer questions. In addition, parent orientations/workshops are offered throughout the year based on the needs of our students/parents. These are facilitated by ESL staff, guidance counselor, parent coordinator and grade supervisors.
18. What language electives are offered to ELLs?
    N/A
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

All teachers and staff are offered opportunities to attend professional development seminars and workshops through OELL, Protraxx, QTel, and SABE throughout the year as per Jose P. requirement. Our ESL staff also meet with classroom teachers during common planning to discuss ESL techniques that may be used in the classroom. We also use additional web based programs such as Imagine Learning, One More Story and Brainpop ESL to support our ELL students. We are in the process of implementing a calendar so as to provide professional development to our classroom teachers of ELLs from our ESL staff in order to strengthen effective teaching practices using ESL strategies and methodologies. Also, our guidance counselor provides informational meetings about middle schools to parents and students in English and their native language (Spanish) on a continual basis informally and formally. Individual meetings and conferences are also provided to assist with applications and clarify any questions/doubt they may have in transitioning their child to middle school.

We are in the planning stages of implementing professional development in the areas of science and social studies along with Jose P. training for all staff excluding those who hold ESL/bilingual licenses using the professional development days aligned with the school calendar.

## 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?

Our school sends out a calendar each month in English with Spanish translation that offers our parents the opportunity to attend various meetings and workshops as based on their requests from our parent surveys and parent coordinator. This parent coordinator facilitates these workshops which include our parent volunteers when necessary. Currently, we have about thirty learning leaders who are parents of our students. They work in our classrooms with our students, assist us with registering newcomer families, assist with translating and publicizing various school events. In addition, we partner with learning leaders to work with students in their academic areas to boost their confidence and performance. We use the parent survey to schedule parent workshops and provide additional workshops as needed to our families. Our ELL parents consistently ask for support in assisting their children. The majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and assessing support services for medical, social and emotional needs.

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

| School Name: P.S. 94 Kings College School | | | School DBN: 10x094 |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Diane DaProcida | Principal | | 11/14/13 |
| Frank Lucerna | Assistant Principal | | 11/14/13 |
| Miriam Seminario | Parent Coordinator | | 11/14/13 |
| Rosalee Choniuk | ESL Teacher | | 11/14/13 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

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

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

**DBN:** x094
**School Name:** Kings College School

**Cluster:** _____ **Network:** _____

**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.

Primary language is determined using the DOE Language Assessment form. The information is entered into ATS. When parents are contacted, we ask either in writing or verbally if parents need language translation assistance. This information is shared with the administration, classroom teacher, guidance and the parent coordinator via memo, emmail and verbally as the need arises. Language3 translation needs are met for the majority of our other language speakers. As our data indicates, we provide parent communications translated primarily in Spanish and Bengali. The other languages are provided upon need. OUr translated communications are sent home with students of ELLs. These communications cover the areas of school activities related to ELLs, written and oral translations provided during parent metings, orientations, workshops and other outside training offered through our LSO, BETAC and NYSABE organizations.

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 majority of our English Language Learner population speak Spanish. All of our communications as a result are sent home in Spanish. Recently, we have been able to secure several parents who are fluent enough to translate our documents into Bengali. We provide oral translation in Spanish and Bengali in school on a by-need basis. We use the DOE translation phone service for all other translations. We have signs posted at the entrance and in the main offices that detail this.

**Part B: Strategies and Activities**

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

We provide written translation servicews in Spanish and Bengali for the majority of our notices. We have staff that translates notices into Spanish, and we have parents that translate notices into Bengali. We work a month in advance of all notices so that they are translated in a timely fashion and ready to go out two weeks prior to all events. Major events such as Parent Teacher Conferences, half days, etc. are distributed at the beginning of the school year, and monthly for the entire year through our calendar. We will also be using our ps94x.org website to keep parents informed. Basic notices are automatically translated into different languages. Language interpretation signs are posted in both buildings at entrances and the offices. Parent Bill of Rights documents are posted on our website. We are in the process of revising our School Compact and Parent Involvement Policy and will have them translated by outside vendors, posted on our website, distributed to all parents and at registration.

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.

Most of our oral translations are done in house. Our parent volunteers are well trained as Parent Leaders, and we have been fortunate to have a multicultural representation that allows us to seek oral translations in Bengali and Spanish. Two assistant principals, guidance counselors, parent coordinator, some classroom teachers, and school aides have have served as interpreters as needed. We have also provided Spanish translation during parent workshops as needed. We also take advantage of the DOE phone translation service.

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 official letters provided by the DOE website have been downloaded and placed on our school letterhead in order to provide parents with the three primary languages re3presented in our school (Spanish, Bengali, Chinese).

Department of Education
Carmen Fariña, Chancellor

***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: PS 94 | DBN: 10x094 |
| This school is (check one): | ☒conceptually consolidated (skip part E below)<br>☐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):<br>☐Before school ☒After school ☐Saturday academy |
| Total # of ELLs to be served: 75<br>Grades to be served by this program (check all that apply):<br>☐K ☐1 ☐2 ☒3 ☒4 ☒5 |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12 |
| Total # of teachers in this program: 6<br># of certified ESL/Bilingual teachers: 5<br># of content area teachers: 1 |
| Describe the direct instruction supplemental program here and include the<br>• rationale<br>• subgroups and grade levels of students to be served<br>• schedule and duration<br>• language of instruction<br>• # and types of certified teachers<br>• types of materials |
| Begin description here: ESL- Afterschool Program<br>In the attempt to offer an afterschool program to our ESL population of 350 students; all proficiency level (B, I, long term Advanced) students will be offered the opportunity to receive explicit classroom instruction in writing and math and technology. We invite a total of 75 ESL students from grades three, four and five. Groups will be no larger than 15 per teacher ratio. Student selection criteria will be based upon NYSESLAT, NYSITELL and 2014 Fall MOSL sores identifying ELLs who are now academicaly at risk-Tier II or stalling. Our afterschool program will maximize learning using collaborative group learning as students receive explicit instructional periods to address gaps that are identified in data gathered from their performance from the regular school day.<br><br>Our intention is to have 5 ESL teachers and 1 technology teachers who will support and collaborate with planning and instructional planning for our ELL. This planning will follow the SIOP model including new initiatives by incorporating the scientifically proven online program of Rosetta Stone and On Our Way to English for explicit language instruction. 75 online licenses will be activated with Rosetta Stone, to be used as an integral part of our aftershool program. On Our Way to English will be used to support explicit language development during 30 minute instructional components scheduled in writing and math.<br>This program will run on Wednesday and Thursdays, beginning:<br>December thru April from 2:30-4:30pm. Our administrator will monitor the program for 12 weeks beginning on |

| 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.<br>• rationale<br>• teachers to receive training<br>• schedule and duration<br>• topics to be covered<br>• name of provider |
| Begin description here: Our professional development plan will support our Title III afterschool through the participation in the Network offerings of the SIOP workshops. Teachers will show implementation of this training in their planning for the afterschool program. Ongoing professional development will be offered to our teachers participating in our afterschool program through the OELL workshop and |

| Part C: Professional Development |
| --- |
| NYSABE conferences.<br><br>Title III Participating content area, bilingual/ESL Licensed teachers will be invited to the NYSABE conferences usually held in March |

| 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.<br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• how parents will be notified of these activities |
| Begin description here: Our school will offer a Saturday Parent Academy to foster language develoment experience in a continuum of workshops. Five workshops will offer parents the opportunity to provide an impact in their child's education.<br><br>Our parent coordinator will ensure translations. Our parent coordinator will work to attain a target attendance of 30 participants. Parents will be offered a continental morning breakfast. Our ESL teacher will facilitate communication throughout the workshops to our dominant first language Spanish speaking parents.<br>We will have 1 technology teacher for five sessions, 1 ESL teacher presenting, 1 parent coordinator, and 1 building adminstrator to supervise the program. The initiative to involve outside agencies to provide parent resources is based on our school's parent surveys. Each session will offer 30 minute online opportunities for second language learning through the Rosetta Stone program. One building administrator will monitor the program for 5 workshop sessions, during the identified dates in January thru March.<br><br>The Saturday Parent Academy will have the same duration for all workshops. Each session will be 2 1/2 hours; held from 9:00-11:30 am (including 30 minutes for Breakfast meet and greet)<br>1. Zumba Health / Dance Routines: (January TBD weather permitting) EQ -Equalizer Fitness One Odell Plaza 10701 will present parents with a fitness class of body sculpting movements with easy to follow dance steps to the tune of Latin and International music. Routines will include features of aerobic/fitness interval training with a combination of fast and slow rhythm. Presenter: Maria Vargas<br><br>2. Bullying provided by Hostos College Health and Wellness Center - (Feb TBD weather permitting) Presenter: Fabian Wander, LMSW<br>3. Career Workshop Series: provided by Hostos Community College- Career Center. Three workshops will be presented by Ms. Lisanette Rosario (March)<br>Workshop I- Resume Workshop, participants will learn how to prepare a resume. Each participant will begin drafting a resume. All participants will walk away with a finalized resume.<br>Workshop II- Participants will be introduced to interviewing tips and career advice. Each participant will have the opportunity to engage in a mock interview,and trained to access online job searches.<br>Workshop III- Participants will learn to identify their strengths and skills to properly plan based on qualifications. Participants will learn how to develop identified undeveloped skills and online resources. |

| Part D: Parental Engagement Activities |
|---|
| NYSABE Parent Institute will be offered to participants who are enrolled in our Saturday Parent Academy (March ). This is a one day 5 hour conference. Registration and Transportation will be provided for 20 parents and one parent coordinator. |

| Part E: Budget | | |
|---|---|---|
| **FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: $_____ | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits)<br>• Per session<br>• Per diem | _____ | _____ |
| Purchased services<br>• High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials<br>• Must be supplemental.<br>• Additional curricula, instructional materials.<br>• Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | | _____ |
| Travel | _____ | _____ |
| Other | _____ | ) |
| **TOTAL** | _____ | _____ |