



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

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

**10X095**

**School Name:**

**PS/MS 95 – SHEILA MENCHER VAN CORTLANDT SCHOOL**

**Principal:**

**SERGE MARSHALL DAVIS**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: PS/MS 95 School Number (DBN): 10X095  
School Level: ES/MS Grades Served: PK - 8  
School Address: 3961 HILLMAN AVENUE BRONX, NEW YORK 10463  
Phone Number: (718) 796-9200 Fax: (718) 796 - 7330  
School Contact Person: SERGE M. DAVIS Email Address: SDAVIS6@SCHOOLS.NYC.GOV  
Principal: SERGE MARSHALL DAVIS  
UFT Chapter Leader: JAMES REGAN  
Parents' Association President: MILDRED BLANCO  
School Leadership Team  
Chairperson: FRANCHESKA CEBALLOS  
Student Representative(s): N/A

**District Information**

District: 10 Superintendent: MELODIE MASHEL  
Superintendent's Office Address: ONE FORDHAM PLAZA, BRONX, NEW YORK  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: CFN 608 Network Leader: Rudy Rupnarain

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Serge Marshall Davis	*Principal or Designee	
Wanda Matos - Designee	*UFT Chapter Leader or Designee	
Mildred Blanco	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Francheska Ceballos	Member/ Chairperson	
Melissa Perez	Member/ Teacher	
Chelsea O'Toole	Member/ Teacher	
Doris Tejada	Member/Teacher	
	Member/	
Karleen Elbourne	Member/ Parent	
Susan Nazat	Member/Parent	
Rachel Mejia	Member/ Parent	
Samira Feratovic	Member/ Parent	
Kary Escobar	Member/ Parent	
	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.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

PS/MS 95 is a PK – 8 school with approximately 1296 students. The school is located in the Northwestern section of the Bronx. The school population is comprised of 19% African-American, 69% Hispanics, 4% White, 6% Asian students, and 2% of other ethnicities. The student body includes 18% English Language Learners and 10% Student With Disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rates so far this school year is 93.8%. Our school's mission statement stipulates, "We, the community of educators of PS/MS 95, will provide a risk-free learning environment so that students become life-long learners who take ownership of their learning. We will actively observe, engage, and assess our students by using formal and informal methods. By analyzing our data and by adapting best teaching practices, we will differentiate instruction in order to meet individual academic and social needs of our students. In taking such a holistic approach, every adult at PS/MS 95 will play an active role in fulfilling every student's unique potential." The school has several partnerships to support our quest in developing the whole child, some of the partnerships are as follows:

- ◆ Montefiore Mosholu Clinic that provides medical and dental services to our students
- ◆ Dream Yard which integrates various art forms across curricula
- ◆ Dancing Classroom, Inc. is a transformative program that builds students' self-esteem through ballroom dancing
- ◆ Montefiore Mosholu Community Center a DYCD funded program, which provides academic and extra-curricular activities to our students through their Compass and SONYC programs

Our school has several strengths; however, we will highlight some of our strengths that demonstrate our school impact on student learning and teacher development: The latest Quality Review cited that the school has a rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. The 2013-14 Measures of Leadership Practice, indicator 4.1 stated, "The school leader's observation feedback provides teachers with detailed focused actionable next steps that elevate the level of teacher instructional practice." Our most recent school's accomplishments are as follows: Based on the 2014 -15 School Quality Snapshot, 92% of our former 8<sup>th</sup> graders earn enough high school credit in 9<sup>th</sup> grade to be on track for high school graduation. According to the NYS Education Report Card, our school has achieved 'Good Standing' status on all state accountability measures for this school year. Our school ballroom dancing team won the Citywide Champions title for the 2014 Colors of the Rainbow Team Competition.

Our school has shown the most growth in DTSDE tenets 2 and 3 respectively. Quality Review indicator 1.1, which focuses on curriculum, the MOLP feedback was, "The school leader's curricular decisions ensures school wide curricular coherence in key subjects and engages students in demanding academic tasks." The school will maintain its commitment to devise school programming that will enable teachers to meet weekly to work collaboratively on curriculum, lesson planning, analysis of student work, and to share best practices. In addition, the school will continue its inquiry-based vertical planning teams to strengthen the coherence that currently exists across curricula and to promote optimal learning for all students.

Last school year, we refined our units of study summative assessments and have developed alternative summative assessments with the same learning targets for our ELL and SWD sub-groups. We have also revised our rubrics and checklist for assessment. This school year, we will focus on student self-assessing and monitoring their work by using rubrics/checklists during instruction. This practice will create student independence by promoting ownership of learning and will move student work to standard levels.

## 10X095 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K .01,02, 03,04, 05,06, 07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				2
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

1. 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.
2. 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.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

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

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. 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.

Many sources (i.e., Quality Review, School Quality Snapshot, Measures of Leadership Practice, NYS School Report Card, etc.) have cited that the school curriculum is well aligned to the CCLS and provides students with multiple entry points and standards-based learning. Although, our teacher pedagogy and assessment were rated proficient (source: QR and MOLP), our priority this school year, is to strengthen teacher practice so teachers can intellectually engage students in learning activities that promote student thinking. In addition, we will ensure that students use rubrics/checklists as self-assessment or self-monitoring tool to guide them in producing quality and accurate work.

### 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.

- ◆ During the 2014-2015 school year, our vertical curriculum planning teams will continue their inquiry based work to strengthen the rigor and coherence across curricula as mandated by the indicators in the CCLS and instructional shifts; as a result, our school's lowest third in both English and Mathematics will increase by 3% in the 2015 NYS Standardized Exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>➤ Strategies to increase parent involvement and engagement</li> <li>➤ Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To maintain rigor and coherence that aligned with CCLS and instructional shifts, the school curriculum vertical planning teams will meet twice a month for two hours to discuss impact and refinements of our curricula. <b>(SOP 3.4)</b></p>	<p>Teachers, instructional coaches, and administrators</p>	<p>October 16, 2014 to June 18, 2015</p>	<p>Through the inquiry process, each team will be responsible to make low inference classroom observations to monitor implementation of classroom/instructional systems. The Instructional Leadership Team will make refinement decisions.</p>
<p>Teacher teams will meet weekly to discuss units of study, lesson plans, analyze student work using research based protocols to monitor impact of curriculum, pedagogy, and assessment. <b>(SOP 3.3, 3.4)</b></p>	<p>Teachers, instructional coaches, and administrators</p>	<p>September 8, 2014 to June 25, 2014</p>	<p>Teachers are expected to implement curriculum. Supervisors will ensure effective implementation through informal and formal observations and feedback.</p>
<p>Through various partnerships, our teachers will co-teach with teaching artists to integrate the arts across curricula. <b>(SOP 3.2, 3.3, 3.4)</b></p>	<p>Teachers, and teaching artists</p>	<p>October 15, 2014 to May 29, 2015</p>	<p>Principal and assistant principals will oversee the program.</p>
<p>On-going professional development will be offered and facilitated by teachers to ensure that teachers are proficient in using Engrade and Excel for data recordkeeping and to create comprehensive reports. <b>(SOP 3.5)</b></p>	<p>Teachers</p>	<p>September 8, 2014 to June 25, 2015</p>	<p>Principal and assistant principals</p>

**Part 4 – Resources Needed**

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

To ensure the implementation of the above mentioned action plan, we will need the expertise and service of classroom teachers, instructional coaches, Assistant Principals, and partners. We will use our school budget to purchase instructional supplies, pay for our partnerships with Dream Yard, Dancing Classrooms, Joyce Theatre, etc... Additionally, we will continue to use flexible programming to provide common planning time for teachers to work collaboratively within teacher teams.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
  - ◆ By February 2015, the mid-line I-Ready assessment (i.e., reading pgm) result will demonstrate the progress of our grades 3 – 8 students towards meeting our NYS ELA exam goal.
  - ◆ By February 2015, the mid-line mathematics exam result will demonstrate the progress our grades 3 – 8 students towards meeting our NYS Mathematics exam goal.

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

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

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

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

**Part 1 – Needs Assessment**

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

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

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

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

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

The school has established a school wide character education curriculum to educate students around six pillars: Responsibility, Citizenship, Caring, Trustworthiness, Respect, and Fairness. The school Peer Mediation program is designed to help students resolve their conflicts and hold themselves accountable for their actions. The school has partnered with many outside organizations such as Montefiore Mosholu Clinic, Wellness In The Schools, and NYPD – Explorers Program, CONCEPT TEAM from the Bronx District Attorney Office to enhance student awareness on bullying prevention, drug abuse, violence prevention, health and nutrition, and other student needs. The school has continued its 3-G campaign (Good attendance, Good citizenship, and Good grades) to empower student socially and academically.

Our school Learning Environment Survey has indicated that the school needs to provide on-going professional development to staff on management techniques that have proven to work with challenging students. In addition, we need to have on-going special assemblies for students and parents that address prevalent social issues.

**Part 2 – Annual Goal**

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

- ◆ During the 2014-2015 school year, the school will continue its Peer Mediation program in conjunction with Anger Management Crisis program provided by the school’s guidance counselors and social worker, as a result, the school’s OORS report will show a 5% decrease on student principal level suspensions.

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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>➤ Strategies to increase parent involvement and engagement</li> <li>➤ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Selected students from grades 5 through 8 to be trained to serve as peer mediators. Peer mediators will mediate issues amongst fellow students during their lunch periods. <b>(SOP 5.2, 5.3)</b>	Students	November 3, 2014 to June 25, 2015	Two teachers supervise the program.
Special assemblies and workshops will be facilitated by various outside organizations to promote student awareness on safety and healthy choices: NYPD – 50 <sup>th</sup> Pct. Safety Unit, Bronx District Attorney Office, Cornell University, WITS, NYC Dept. of Health, Fresh Air Fund, Advocate for Children, Ready 911, and HMO. <b>(SOP 5.3,5.5)</b>	Students, parents	November 2014 to May 29, 2015	The program oversees by the principal and designated personnel
Guidance counselors and social worker will conduct scheduled classroom visits to engage student in discussion on various social emotional issues. <b>(SOP 5.4, 5.5)</b>	Students	October 15, 2014 – to June 25, 2015	Principal and grade level assistant principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds will be allocated through the school budget to provide the student with experiential learning through educational trips (i.e., plays, museums, etc...). Monthly meetings will be scheduled before, during, and after school with related personnel to monitor the success of each program.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic	X	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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
<ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>

- ◆ By January 2015, the school safety and discipline committee will analyze the OORS report to determine if the school is on track to meet its goal.
- ◆ By January 2015, the school Leadership Team will analyze learning celebrations and the October and November 2014 parent teacher conferences sign-in sheets to gauge if the school is on track to meet its goal.

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

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

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
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.	E
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.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

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

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

The 2013-14 School Quality Snapshot has indicated that teachers work well with each other in our school. As a school, we do encourage teacher collaboration through our common planning meetings and teacher-led professional development. However, we need to continue strengthening our core beliefs regarding teaching and learning in order to share and embed best teaching practices across curricula and classrooms.

### 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.

- ◆ During the 2014-2015 school year, the school will integrate ongoing internal and external professional development series on differentiated instruction and questioning and discussion techniques; as a result, 90% of our classrooms will intellectually engage students in the teaching and learning process as evidenced through informal and formal observation reports.

### 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:

1. Research-based instructional programs, professional

**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*

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Ongoing professional development focusing on differentiated instruction and questioning and discussion techniques. <b>(SOP 4.2, 4.4, 4.5)</b>	Teachers	October 8, 2014 to June 25, 2015	Principal and Assistant Principals
Ongoing internal workshops facilitated by teachers for teachers to share strategies that work. <b>(SOP 4.2)</b>	Teachers	October 8, 2014 – June 25, 2015	Principal and Assistant Principals
Teacher teams will meet weekly to develop rigorous learning tasks as per units of study learning targets, and to analyze student performance data using research-based protocols. <b>(SOP 4.2, 4.5)</b>	Teachers	September 8, 2014 to June 25, 2015	Instructional Coaches, Assistant Principals, and Principal

#### **Part 4 – Resources Needed**

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

The school needs to prioritize its budget to allocate funds to register teachers in external professional development and compensate teachers for facilitating workshops for their peers.

#### **Part 5 – Budget and Resource Alignment**

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

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

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:

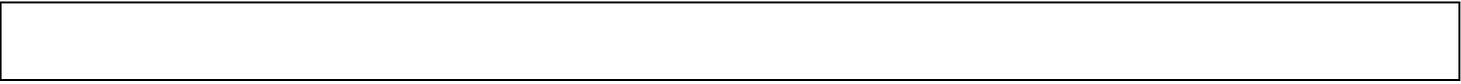
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the administrative cabinet will conduct an analysis of teachers’ observation reports to determine if the school is on track to meet the goal set.

By February 2015, the instructional leadership team will analyze students’ summative data results, Engrade grade book, report cards on STARS Classroom and STARS Admin to determine if the school is on track to meet the goal set.

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

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



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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Both the Quality Review and Measure of Leadership Practice (MOLP) have highlighted indicators 1.1 and 4.1 as strengths for our school. The MOLP report stated, “The principal and Assistant Principals conduct frequent observations of teacher practice. Clear low observation noticing is shared with teachers both verbally and in written form. The administrative team provides teachers with feedback that clearly identifies their next steps. As a result, teachers are reflective about their practice and implement recommendations made by the administrative team (4.1).” Nonetheless, the School Quality Snapshot and Guide have revealed that the school is approaching targets in closing the achievement gap for SWD and ELL students. Thus, meeting target in closing the achievement target for SWD and ELL students will be a priority during the 2014-15 school year.

### Part 2 – Annual Goal

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

During the 2014-2015 school year, school leaders will communicate the importance to embed our school’s instructional foci: Differentiated Instruction and Questioning and Discussion Techniques during instruction to all teachers and related personnel; as result of effective implementation, the proficiency level of SWD and ELL students on the 2015 ELA State Exam will increase by 2% as evidenced through the 2015 NYS ELA data reports.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development series on differentiated instruction and questioning and discussion techniques to ensure teacher development regarding these instructional practices. <b>(SOP 2.4)</b>	Teachers	October 13, 2014 to June 25, 2015	Teachers are responsible for implementing the instructional strategies. Principal, Assistant Principals, and instructional coaches are responsible to oversee the implementation process
Evaluate lesson plans during instructional observations to look for evidence of differentiated activities/practices and/or essential questions. <b>(SOP 2.3, 2.5)</b>	Teachers	October 8, 2014 to June 12, 2015	Principal and Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Establishing flexibility in our school programming in order to plan intra-visitations to foster peer learning/collaboration. School funds are needed to pay for teacher workshops and/or compensation for teachers.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic	X	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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
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1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2014, the administrative cabinet in conjunction with the instructional leadership team will analyze reading and writing summative data results for SWD and ELL students to gauge if the school is on track to meet the goal set.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

The school’s latest Quality Review stated, “Increase the capacity for staff to strengthen the school culture so that students and families receive enhanced guidance and advisement supports to better address students’ academic and social needs.” This school year the school will continue to improve on its quest to engage parents on all aspects of our school community.

### Part 2 – Annual Goal

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

During the 2014-2015 school year, the school will enhance parent engagement through various platforms to inform and educate parents on cutting edge educational issues; as a result, student attendance will increase from 90% to 92% as evidenced through our ATS attendance report.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>Ongoing workshops will be offered to parents to inform and educate in the following areas, but not limited to: Common Core Learning Standards, curriculum, assessments, The Capacity Framework, Citywide Instructional Expectations, Danielson Teaching Framework, Social media issues, bullying prevention, Drop-Out prevention, High School articulation, health and nutrition, and mental illness. <b>(SOP 6.2, 6.4)</b></p>	Parents and students	October 3, 2014 to May 29, 2015	Principal, Assistant Principals, Parent Coordinator, and instructional coaches
<p>On a monthly basis, time will be allotted to teachers to call, e-mail or have face-to-face conference with parents to discuss their child's social and/or academic progress. <b>(SOP 6.3)</b></p>	Parents and students	October 9, 2014 to June 4, 2015	Principal and Assistant Principals
<p>Monthly open forum titled "Parent Talk" to network and discuss various pertinent issues regarding parenting, social issues and educational issues. <b>(SOP 6.2, 6.4, 6.5)</b></p>	Parents	October 3, 2014 to June 19, 2015	Parent Coordinator and principal
<p>Monthly newsletters from the Parent Coordinator, grade level, teachers, guidance counselors, and social worker to update parents on teaching, learning, resources, and social services. <b>(SOP 6.2,6.3)</b></p>	Parents	October 1, 2014 to June 5, 2014	Principal, Parent Coordinator, teachers, Assistant Principals, guidance counselors/social worker

**Part 4 – Resources Needed**

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

School personnel and outside organizations to facilitate workshops for parents.

**Part 5 – Budget and Resource Alignment**

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

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

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:

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

By February 2015, the attendance committee members will analyze the student attendance data to determine if the school is on track to meet its attendance goal.

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Levels 1 and 2 students  ELL and SWD students	Reading skill-based intervention	Tiered assignments – differentiated instruction: various groupings will be used based on the deficiencies of individual students or sub-groups. Teacher or provider will work with students one-to-one or in small group	Tier I differentiation and modification of instruction will be provided by classroom teachers during the school day. Tier II push-in/pull-out academic assistance will be provided during the school day. Intervention program will be provided after school and during Saturday Academy.
<b>Mathematics</b>	Levels 1 and 2 students  ELL and SWD students	Mathematics skill-based intervention	Push-in and pull-out service by SETSS and F-status math teachers to work with students one-to-one, or in small group.	Push-in/pull-out and small group will be provided during the school day. Intervention programs will be provided after school and during Saturday Academy.
<b>Science</b>	Level 1 and 2 students  Enrichment Program – students who will be taken Earth Science Regents	Content-based reading comprehension and hands-on projects	Small group instruction and one-to-one method of instruction will be used to address student’s learning needs.	Small group instruction will be provided during the school day.  Intervention/Enrichment programs will be provided before and/or after school
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Lowest third students and students with low grades and poor attendance	Addressing the social emotional needs of students through counseling, mediation, and conflict resolution	One-to-one and small group.	During the school day. After school program – awareness programs on social issues.



## 10X095 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	12	# Drama	2
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate		90.9%	
% Free Lunch	72.6%	% Reduced Lunch		1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities		18.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander		7.5%	
% White	4.1%	% Multi-Racial		1.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)		4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		5	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.48	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4		21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		44.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.8%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X095 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	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	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
				2
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>➤ PS/MS 95 will continue to enhance its commitment to teacher development by providing teachers with ample opportunities to collaborate with peers and attend professional development based on their Pedagogical Needs Assessment.</li> <li>➤ PS/MS 95 will continue to use our highly qualified allocation to support personnel in meeting their certification requirements – professional development hours, course work, and professional institute/conference to strengthen their pedagogy.</li> <li>➤ Partnership with Pace University, Lehman College, and individual partnership with students from Manhattan College, Bronx Community, and Nyack College – internship/Residency program, where undergraduate or master level students work with experienced teachers in our schools to deepen their pedagogical knowledge base. The school will interview prospective candidates from that pool to fill-in all vacancies.</li> <li>➤ School administrators will attend job fairs to interview certified teachers.</li> <li>➤ Teachers will be recruited through the Open Market System.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>➤ Central and/or network professional development series for administrators, teachers, and related personnel</li> <li>➤ School professional development series on CCSS and Danielson Framework</li> <li>➤ School monthly meetings for paraprofessionals to provide them with instructional strategies to support student learning in the classroom</li> <li>➤ ELI workshops/conferences for school administrators</li> <li>➤ On-going arts integration workshops facilitated by Dream Yard Organization</li> <li>➤ On-going Dance workshops facilitated by Joyce Theatre</li> <li>➤ Weekly and monthly professional development on curriculum, pedagogy, and assessment facilitated by school personnel</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
School will offer parent orientation/articulation to inform and educate parents on school’s programs and social and academic expectations.

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school has an established MOSL committee to lend a voice in the decision making process regarding the use of multiple assessment measures. All members have attended MOSL workshops and will remain entrenched in the process.

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

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

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

Title I School Improvement 1003(a)	Federal	917,208	X	11, 13, 16, 19, 22, 26
Title I Priority and Focus School Improvement Funds	Federal	219,793	X	11, 13, 16, 19, 22, 26
Title II, Part A	Federal	210,457	X	11, 13
Title III, Part A	Federal	31,500	X	
Title III, Immigrant	Federal	1,464	X	
Tax Levy (FSF)	Local	6,574,143	X	11, 13, 16, 19, 22, 26

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

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 95**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 95** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

**PS/MS 95**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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



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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 95</u>	DBN: <u>10X095</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school's Title III program will focus on addressing ELL students' needs in the four modalities: reading, writing, listening and speaking. Last school year's NYSESLAT data showed that our ELL students are struggling with the listening and speaking components of the exam. We will have an after school program that will address the needs mentioned above. Students will be assessed in accordance with ESL and Common Core standards in order to measure students' progress and refine instruction to use various modalities of teaching. We will use the i-Ready Reading Program and Imagine Learning. The instructional foci for the after-school program will target the following domains : Phonemic Awareness, Phonics, Vocabulary, and Reading Comprehension. Additionally, we will use the following resources to support student learning development in these four modalities: Reading, Writing, Listening, and Speaking: Empire State NYSESLAT for ESL/ELL by Continental Press, trade books accompanied with CD's and web-based programs. The program will consist of two days per week for 90 minutes (i.e., 3:30PM - 5:00PM) each day. Grades 3 through 8 ESL/Bilingual students will be targeted to attend the program. Four teachers with ESL/Bilingual licenses will be hired for this program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language Arts support. The program will run from November through May every Monday and Wednesday: 11/10/14 -5/27/15.

The Saturday Program will serve the same targeted 80 students. The instructional foci will be reading comprehension and writing. We will use the Empire State NYSESLAT as a primary resource. Four (4) ESL/Bilingual certified teachers will be hired to work in the program. The program will follow this schedule: February 28<sup>th</sup> - March 21st from 8:30AM -12:45PM.

In both programs (i.e., After School and Saturday Academy), the students will be grouped as follows:

1. Grade 3 - students are grouped by grade level
2. Grade 4 - students are grouped by grade level
3. Grades 5 and 6 - grouped together
4. Grades 7 and 8 - grouped together

Note: Within each classroom, the teacher uses student data to create flexible groupings in order to address sub-group and individual needs.

**Part C: Professional Development**

## Part C: Professional Development

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

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

Begin description here: Through a "Pedagogical Needs Assessment" form, which teachers are asked to fill out by administration; as a result, an annual professional development plan is devised for all teachers to meet their specific pedagogical needs. Additionally, on-going internal/external professional development to enhance teacher practices will be provided. ESL/Bilingual teachers will be offered internal professional development on the following dates:

Topic: Vocabulary in Context

Rationale: Teachers will become familiar with strategies they can use to enable ELL students to find meaning of words by using clues around the words.

Date: January 27, 2015

Time: 3:30PM - 5:00PM

Name of Provider: Instructional Coach

Audience: ELL/Bilingual Teachers

Topic: Writing Workshop That Work

Rationale: Teachers will learn the principles of writer's workshop and how to support writers through the writing process.

Date: February 24, 2015

Time: 3:30PM - 5:00PM

Name of Provider: Instructional Coach

Audience: ELL/Bilingual Teachers

Topic: Differentiated Instruction

Rationale: Teachers will learn how to plan instruction that will provide learners with multiple entry points to acquire learning by using various modalities.

Date: March 24, 2015

Time: 3:30PM - 5:00PM

Name of Provider: Instructional Coach

Audience: ELL/Bilingual Teachers

The external professional development will be on-going based on needs through the following vendors/organizations: ASCD, Solution Tree, Ventures Education, Heineman etc... Weekly common planning meetings as well as monthly faculty and grade meetings are platforms utilized to build teacher capacity on research-based practices. The following topics will be addressed: Curriculum Planning, Content Vocabulary, Reading Strategies for ELL students, Data Analysis, Conferencing with students, Common Core State Standards, Differentiated Instruction and Strategies for ELL students to develop language skills.

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here: The school will provide on-going parent workshops to inform and educate parents on curriculum and assessments: NYSESLAT, NYS ELA and Math State exams. Also, parents will be provided with cutting edge educational information dealing with the social and academic development of ESL/Bilingual students. The school will schedule a minimum of 5 workshops to address the aforementioned. The topics to be discussed:

Topic: ELL Compliance

Rationale: Parents will be provided with information to deepen their understanding of the different ELL programs and services that are offered.

Date: October 9, 2014

Time: 9:00AM - 10:30AM

Name of Provider: Assistant Principal/Parent Coordinator

Audience: ELL/Bilingual Parents

Topic: Demystification of the NYSESLAT Exam - Part I

Rationale: To familiarize parents with the administration of the NYSESLAT and to make transparent the purpose of each assessment: speaking, and listening.

Date: November 25, 2014

Time: 9:00AM - 10:30AM

Name of Provider: Assistant Principal/Parent Coordinator

Audience: ELL/Bilingual Parents

Topic: Demystification of the NYSESLAT Exam - Part II

Rationale: To familiarize parents with the administration of the NYSESLAT and to make transparent the purpose of each assessment: reading and writing.

Date: January 22, 2015

Time: 9:00AM - 10:30AM

Name of Provider: Assistant Principal/Parent Coordinator

Audience: ELL/Bilingual Parents

Topic: How to Help your Child with Homework

Rationale: Parents will learn key strategies that will enable them to become active participants in their child homework process.

Date: February 26, 2015

Time: 9:00AM - 10:30AM

Name of Provider: ELL Teacher/Parent Coordinator/Assistant Principal

Audience: ELL/Bilingual Parents

Topic: How to Help your Child Cope with Stress

Rationale: Parents will learn different approaches to help their child develop healthy habits to deal with challenges.

**Part D: Parental Engagement Activities**

Date: March 19, 2015

Time: 9:00AM - 10:30AM

Name of Provider: Guidance Counselor/Social Worker/Parent Coordinator/Assistant Principal

Audience: ELL/Bilingual Teachers

Parents will be informed of these workshops through our school's monthly calendar, our school automated voice messaging system - Global Connect, school flyers, and our school's newsletter. The school will apply all appropriate translation and interpretation services to ensure that a high percentage of our parents will participate in these workshops.

**Part E: Budget**

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

Allocation Amount: \$0

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



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

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

## Part I: School ELL Profile

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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>095</b>
School Name <b>Sheila Mencher Van Cortlandt School</b>		

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

Principal <b>Serge Davis</b>	Assistant Principal <b>Omara Flores</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>James Regan</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Beth Kosofsky/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1329</b>	Total number of ELLs	<b>255</b>	ELLs as share of total student population (%)	<b>19.19%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1									5
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained						1	1	1	1					4
Pull-out	1	1	1	1	1	1	1	1	1					9
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	255	Newcomers (ELLs receiving service 0-3 years)	147	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	58	Long-Term (completed 6+ years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	75			9			0			84
Dual Language										0
ESL	82		10	56		7	33		17	171

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>157</b>	<b>0</b>	<b>10</b>	<b>65</b>	<b>0</b>	<b>7</b>	<b>33</b>	<b>0</b>	<b>17</b>	<b>255</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	12	25	12	21	14	0	0	0	0					84
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>12</b>	<b>25</b>	<b>12</b>	<b>21</b>	<b>14</b>	<b>0</b>	<b>84</b>							

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	13	15	13	6	23	10	20	10					133
Chinese														0
Russian		1						1						2
Bengali		2	2	0	1	0		0	1					6
Urdu		1	0	0	0	1	0	0	0					2
Arabic		2	1	1	1		1	0	0					6
Haitian														0
French		0	1	0	0	1	0	0	1					3
Korean														0
Punjabi														0
Polish														0
Albanian	1	0	0	0	0	0	0	0	0					1
Other	1	4	0	2	1	1	3	3	3					18
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>19</b>	<b>16</b>	<b>9</b>	<b>26</b>	<b>14</b>	<b>24</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	10	7	5	3	4	11	4	11					63
Intermediate(I)	0	18	10	6	7	4	9	4	4					62
Advanced (A)	22	17	17	19	12	13	14	8	8					130
Total	30	45	34	30	22	21	34	16	23	0	0	0	0	255

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	13	6	0	0	19
4	13	3	0	0	16
5	22	4	0	0	26
6	9	2	0	0	11
7	12	2	0	0	14
8	9	6			15
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13		7		1		0		21
4	13		5		1		0		19
5	28		1		0		1		30
6	12		1		0		0		13
7	15		4		0		0		19
8	7	2	8		1				18
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		7		10		2		19
8	2	2	11		2	1	0		18

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	6	14	10				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, we also assess initial sound fluency, letter naming fluency, decoding, comprehension and reading fluency, El Sol is another comprehensive assessment utilized for TBE students which addresses reading comprehension,

beginning sounds and letter recognition in grades K-2. TCRWP reveals a wealth of data about our students, including the reader's accuracy and self-corrections, comprehension, and fluency. This data has shown us that Conferencing notes which allow us to give students another opportunity to teach them a skill or strategy that may need to be reinforced and provide them with next steps. The data informs us that we need to focus on the Writing Process. Students need to begin writing stories with a clear beginning, middle and end. This will help students as they develop paragraphs. A strong emphasis has to be placed on editing their stories to make them readable to others. This information allows us to plan for our student's growth as learners throughout the year. The data gathered is used to plan our units of study, daily lessons, guided reading groups and our differentiated instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
There are 25 percent of our students that are beginners and 25 percent who are intermediates and 50 percent of our students are advanced. Our past data has also shown that English Language Learners scored higher on the modalities of Listening/Speaking rather than in reading and writing. This is consistent with language learning theories. Our data shows us that we have been able to increase the number of students into the advanced category as per 2013 data, this was from 83 to 130. We also have decreased the number of Beginners and Intermediates. All ELL students are provided with afterschool opportunities to address the specific needs that are assessed with a baseline and then through a pre-test when they join the program in order for us to monitor their growth throughout.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam; however in the modalities of listening and speaking most of our students have been at the advanced level. In the reading and writing modalities in the past, the majority of our students have been intermediate. In terms of setting instructional objectives, all students will benefit from an earlier preparation for the NYSESLAT exam. Presently, the teachers in the ESL and Bilingual programs are now familiar with the new test and are better equipped to prepare our students to advance in all modalities. The afterschool program provided focuses greatly on the reading and writing and it's monitored by a pre-test and post-test in these modalities. The information about the AMAQ is utilized to know where specifically we need to make progress with our ELL students. Our focus is to make progress in learning the English language and attain proficiency. The instructional units designed meet the Common Core Learning Standards on each grade level. The ELL's specific needs are addressed by working to meet these standards through the use of differentiation.
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?

4. The Majority of our ELL's eligible to take the ELA standardized test in grades 3-8 scored at a Level 1. When analyzing the ELE compared to the ELA, the students are doing better on the ELE since we only have 4 students reading on the Q1 and the bulk are in Q3 and Q4. We have 10 students who are on Q4 which we had none on the ELA. In order to provide students with the accommodations allowed, we know by testing time if students will feel more comfortable with using the English version of a content area state test along with the Spanish version or just use either language on its own. The ELL periodic assessments inform us of what skills and strategies are to be taught and used in order to help our ELL population. For example: Unit Assessments, El Sol, and TCRWP serve as progress monitors. We have learned that language objectives are important and that social language is different from academic language. Teachers on grades K-4 infuse students native language during Native Language Arts and content areas.
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](#).)
  5. At PS/MS 95 our teachers use data to guide instruction for ELLs within the RTI framework in the following ways:
    - Chunk instruction into shorter segments to allow for monitored breaks
    - Expand assignments over a longer period
    - Extend wait time for oral and written participation and responses
    - Provide small-group instruction
    - Pair or group ELL's with "buddies" who will assist with modeling and explaining tasks
    - Work one-on-one with student
    - Introduce and develop new vocabulary visually
    - Use bilingual dictionaries
    - Use technology and multimedia and graphic organizers
    - Provide ample repetition of language and tasks: repeat, restate, rephrase, review, reread

- Encourage and allow for non-verbal responses such as pointing, nodding, pictures
- Adjust expectations for language output (e.g. student speaks in words and phrases, simple present tense statements)
- Allow shortened responses

6. How do you make sure that a child's second language development is considered in instructional decisions?
6. Knowledge of the student (age, educational background, native language, family support) is crucial to the child's second language development and must be taken into consideration when making instructional decisions. Our school, PS/MS 95, makes a concerted effort to fully know a child through the efforts of our administrators, teachers, guidance counselors, and parent coordinator.
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?
- No Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We evaluate the success of our ELL programs by analyzing the data. Teachers receive the NYSESLAT and LAB-R data for the students they teach. This year notable data includes that over 50% of our ELL population is Advanced. This data is important in order to focus more specifically on these students individual needs in order for them to not just pass the NYSESLAT but the ELA in the testing grades. The data informs us of the necessary instruction that is needed for all ELL's as well as the use of other assessments such as the NYS ELA, NYS Math, Interim Assessments, TCRWP Running Records, Baselines, Midlines, Endlines and other teacher assessments. Teachers form groups accordingly and differentiate the instruction. As we plan utilizing our curriculum units, our emphasis is to provide the four modalities, listening, speaking, reading, and writing instruction to enable our students to make marked achievements on the NYSESLAT and ELA state exam.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. When new students are registered at PS/MS 95, the school's registration team looks to see if student is new to the public school system. If the student is new, we have the parent/guardian complete a Home Language Identification Survey with the assistance of a pedagogue. After the survey is completed, we assess it to see if the student can possibly be identified as an ELL. The student and parent are then interviewed in English or in Spanish by the Bilingual/ESL Coordinator/Assistant Principal, Ms. Flores. If the parent speaks another language, we seek someone who can assist with translation. If student is identified as an ELL, parents are briefed on the program choices available (Transitional Bilingual, Dual Language, and Free Standing ESL) and are given a parental choice selection form for them to read and sign. Parents are also invited to a meeting with the Bilingual Coordinator/Assistant Principal and the Parent Coordinator to inform them of the programs available for their child in and out of our school. Parents are provided with program information in their language. When the LAB-R is administered by the ESL Teachers within ten school days from registration, the student placement is then confirmed with the raw score of the test. All new entrants whose HLIS responses indicate Spanish and scores at or below LAB-R cut scores is administered the Spanish LAB by the Bilingual Teacher only once within the ten days of enrollment. Students who are identified as ELL's by the LAB-R, then must take the NYSESLAT in the spring.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. The structures we have recently put in place in order to make sure that parents are well informed is to allow parents to view the informational video in the parent coordinator's office along with a pedagogue from the registration team when the student is registered. If the parent is not able to view the video, the ELL Coordinator informs the parent of the parental options and invites the parent to return to view the video. This is after the Home language interview takes place. Parents are encouraged to ask questions. Information is explained again and parents then fill out the Parent Selection Survey. If the parent chooses a program that is not available at our school, we advise the parent of this information and share that we will keep the parent selection form as noted and if we register 15 students in two continuous grades, we will open up a class. This information is given when parent registers their child. If the student is identified as an ELL, we inform the parent that the student will be tested within 10 school days from being registered in a NYC school system. The parent is then informed of the program assigned.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. The Entitlement letters are distributed after we get information from the rough score of the LAB-R and when the NYSESLAT test scores are received. The ESL teachers and Assistant Principal ensure parents receive these letters and that a copy is filed. The Parent Survey and Program Selection forms are now done during registration, which assures their return. Parents are encouraged to fill them out before they leave. These letters are filed in students cum folder and in Assistant Principal's office. We inform parents that if the form is not returned, the default program for their child is the Bilingual Transitional Education program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. When a child is identified by a HLIS to be a possible ELL, the child and parent are interviewed and then child is administered the LAB-R. When parents have selected the program for their child after we have informed them of the possible choices and what may be best for their child through the interview in their language, we then assign a class for the child. The parents fill out the selection form and a copy is kept in student cum file and in Assistant Principal's office along with ELL letters and ELPC printouts done within 20 days. When a language is other than English or Spanish, we look for an interpreter. Many times, parents bring one with them if not we reach out to staff members for translation. If we were to come to a language we do not have a translator for, we will call the translation unit that is available to us. Parents are notified of their child's placement after provided with raw score on LAB-R through the placement letter sent home. When students do not achieve proficiency on the LAB-R, LAB-R Spanish or NYSESLAT, parents are notified of their continued entitled through letters sent home.
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.
  5. We determine who takes the NYSESLAT by ELL Coordinator, Ms. Flores, AP running reports from ATS. The reports we refer to are the RLER, RLAT, RNMR and RMSR and compare them to the BESIS to make sure all students are tested. Ms. Flores documents the information of students who need to be administered the NYSESLAT on the RCAL. The RCAL report, is utilized as a check off list by Ms. Flores as we administer the Speaking, Listening, Reading and Writing components of the NYSESLAT for each student. As all tests are administered by the Bilingual and ESL Teachers ( Ms. Valentin, Ms. Solis, Ms. Cabrera, Ms. Ceballos, Ms. J. RIVERA, Ms. Cotto-Santana, Ms. Im, Mr. Regan and Ms. Kosofsky) we check off student names making sure all students who have been identified as an ELL take the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
  6. The program models offered at PS/MS 95 are aligned with the parental requests. The majority of our new to public school registrants are elementary school age. We inform parents of the educational choices they have for their children. When parents are Spanish speaking and their children are in these early grades, they prefer a bilingual program for their children when identified as ELLs. Our school does not offer a bilingual program in grades five through 8 since we have not had the number of parents requesting it in two continuous grades. We use the Parent Selection Survey to track and determine if we have 15 or more students in two continuous grades to open a bilingual class. For grades five through eight, our school trend is that parents of grades 5-8 students prefer the ESL program. In the last two years, we have had no parents requesting the Bilingual program in these grades.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. Instruction at PS/MS 95 is delivered through the use of several models. We have five self-contained Transitional Bilingual classes in grades K-4. Our fourth grade bilingual class is an ICT model. We utilize push-in, pull-out and self-contained models for our ESL classes. In grades K-8, we have a push-in and pull-out model. In grades five through eight, we have one self-contained ESL class on each grade. The students are heterogeneously grouped on each grade. The classes have mixed proficiency levels. During the push-in model in grade K-4 teachers push in to the Literacy Block. During the pull-out model, teachers try to pull out during content subject areas.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. When our NYSESLAT scores are received as well as the rough scores from LAB-R, we carefully plan for the students' placement. Students in transitional bilingual classes receive Native Language Arts through the content of either science or social studies for 45-90 minutes per day depending upon the number of mandated units for the group of students. They receive 360 minutes of ESL and 90 minutes of ELA instruction. The students receiving ESL in the self-contained classes are grouped in their classes by their modality score report. The students in the push-in and pull-out classes are also grouped in this manner in order for them to get the amount of minutes mandated by Part 154. The Beginners and Intermediate groups receive 360 minutes of ESL, the Advanced groups receive 180 minutes of ESL Instruction all utilizing ESL Methodologies as their learning is scaffolded using our curriculum plans.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. The content areas in TBE classes are delivered through student's native language, which in our case is Spanish, or in English utilizing ESL strategies. Teachers use ESL strategies such as scaffolding, TPR and differentiated instruction. Classrooms libraries include books in English as well as student's native language in order to make content more comprehensible. Introduction and development of academic discourse such as hypothesizing, evaluating, inferring, predicting, and classifying all assist students through the English language transition time utilizing contextualized tasks that encourage thinking, reading, writing and speaking.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. ELL's are appropriately evaluated in their native language by their classroom teacher. Students are administered a baseline in their native language. Teacher assesses the strengths and next steps for the students. Differentiated instruction is planned as well as guided reading groups. Students are also administered "El Sol" which allows teachers to also plan for their overall reading comprehension.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year by their classroom teacher. Our units of study are aligned to the Common Core Learning Standards in which address the modalities of Listening, Speaking, Reading and Writing. Teachers plan their lessons and provide instruction that entail the four modalities. The NYS ELA, NYS Math, Interim Assessments, TCRWP Running Records, Baselines, Midlines, Endlines and other teacher assessments are utilized to provide the necessary informed instruction. Teachers form groups accordingly and differentiate the instruction utilizing their class data in order to make marked achievements on the NYSESLAT and ELA state exams.
  
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).

6. Daily instruction is differentiated for our ELL subgroups by planning carefully utilizing individual student data and our curriculum units in order to help students achieve English language proficiency. Students who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs receive differentiated instruction from their classroom teacher. The teacher utilizes student data to plan groups that address the needs of the students. These students are also highly suggested to attend our after school program for ELL's. This will aid our students in attaining on grade performance levels on the NYS ELA as well as the NYSESLAT. Students who attend this program have another opportunity to reinforce their reading and writing skills that are also part of our regular school day through smaller group instruction. There is a focus on enriching language development along with reading and writing strategies to ascertain that our ELL's are provided with meaningful access to a rigorous academic program that reinforces the four modalities. Students with special needs who are ELL's are also invited to the same program we offer the rest of our ELL population. An afterschool program will be offered for students in all ELL subgroups. The Bilingual Coordinator and classroom teacher will identify students for the program. Once our students become proficient on the NYSESLAT, we offer them transitional support if needed provided by the ESL teachers. We continue to review our data to group students as we provide them with differentiated instruction preparing them to be on grade level or above on the ELA and proficient on the NYSESLAT.
  
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
  7. Teachers of ELL-SWD's utilize the same reading and writing curriculum as the teachers on their same grade. The materials utilized such as short stories, read alouds are the same. The content area teachers utilize the same textbooks. The classroom libraries differ in the books being on the reading levels of the students since they should be on their independent reading level as assessed on Fountas & Pinnell. ELL's with disabilities tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Teachers assist them by identifying and selecting appropriate strategies, and helping them organize information. At the beginning of the school year administration makes sure that teachers receive the

names of all students with IEP's. They are then to read the goals written for the students and plan accordingly. The administration (Ms. Grifiss) prints SEC reports to ensure all students are serviced appropriately and called into the IVR and that they receive the services stated. Lessons are differentiated and teachers confer with students to help them express concepts they are having difficulty with as well as address their language skills. We take a continuous data-driven approach to improving student performance, using the data and portfolio assessments to identify and address student needs and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. To meet and exceed City and State performance standards, students are administered periodic assessments. Item skills analyses are generated from periodic assessments to help teachers focus on specific student areas in need of extra instructional support and informs instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers within all of the content areas make appropriate decisions for students as they utilize various instructional strategies and gather data to plan lessons and activities that address the individual student needs of ELL-SWD's.

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

8. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by mainstreaming students, utilizing paraprofessional and providing mandated and at risk services in counseling, speech and language and SETTS when appropriate. The students IEP's are used to determine if students are meeting or have met goals set out for them. An IEP meeting is held with parent, teacher and School Based Support Team to discuss the change in student program sharing goals and student data.

**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:	Spanish	Foreign Language	Spanish
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

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

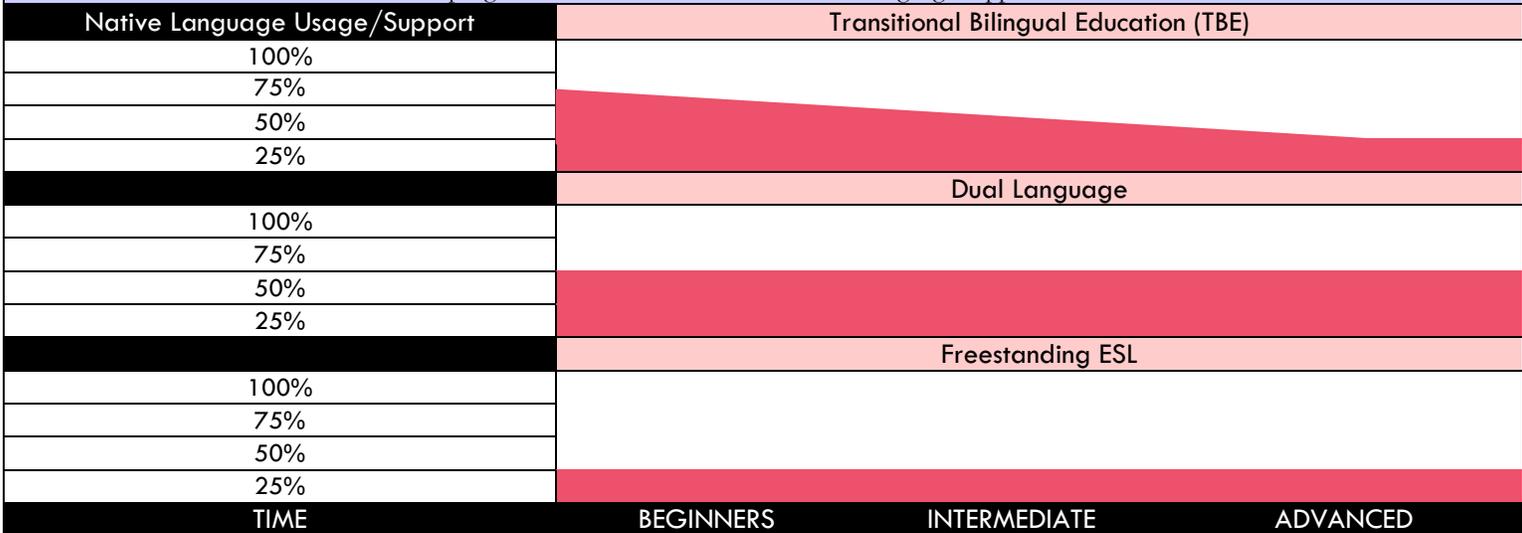
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small group, one to one and conferencing. We have F-status teachers providing AIS. We also have in place the after school program which is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA focusing on reading comprehension, writing and building stamina. The test prep for the NYS Math test will include a focus on basic skills, building fluency and mathemaical language. This will help deepen understanding and affect application. The language utilized is English since the program is an ESL program however; in most cases our Bilingual or ESL teachers who usually provide this service after school do speak Spanish. Teachers are provided with a pre-test and a post-test for students in order to monitor their progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is effective as the data shows how many of our students scored Intermediate (62) and Advanced (130). We are always evaluating our reading and writing curriculum and address the needs of our ELL population by ensuring that our lessons include both language and content objectives. We refine our practices each year and will continue to address the needs of our ELL's utilizing our school data. During the mandated school day, we utilize our data to provide selected students with AIS. The service is provided as a push-in and pull-out. We also utilize F-Status teachers to provide AIS.
11. What new programs or improvements will be considered for the upcoming school year?
11. We will be providing a Saturday Academy in which ELL students will be invited as done in the past.
12. What programs/services for ELLs will be discontinued and why?
12. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ESL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3, Rigby and tradebooks. The Native Language Arts program used is VillaCuentos. All of our classrooms that include ELL students have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom

libraries are leveled so that students are able to have easy access to their independent level reading books. The after school programs are also geared towards differentiating and utilizing materials that are age appropriate.

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

17. The activities that are done at our school include the orientation process that takes place after school is in session. The other activities have been workshops provided for parents and their child informing parents of the state Exams their child will be taking and how they can assist as well. For example, the New York State ELA exam and the NYSESLAT.

18. What language electives are offered to ELLs?

18. The language elective offered at our school is Spanish as a foreign language once student is in middle school.

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)?

**No Dual Language Program.**

## C. Professional Development and Support for School Staff

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

1. At the beginning of each year, all teachers including teachers of ELL's and Paraprofessionals receive a "Pedagogical Needs Assessment" form to fill out and inform the administration of their pedagogical strengths, needs, and areas that are a work in progress. The feedback is reviewed by the administration and a pedagogical support plan is derived from the feedback provided by the teacher. The support(i.e., lesson planning, guided reading, how to effectively confer with students, data analysis - analyzing student work, differentiated instruction, etc.) given to the teacher is provided by the coaches through a cycle and the administration monitors it. At the end of the cycle, teacher gives administration feedback in reference to the support provided. We also provide professional development during Common Planning periods that are embedded 1x per week into the teachers teaching schedule for the year. Professional development is also provided during our grade and faculty conferences.

2. Teachers who have students, who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies into their daily workshops. Professional development around differentiation has also been provided for all teachers. Teachers are expected to differentiate the instruction during the workshop model framework in order to support students learning and ensure their academic growth. We emphasize basic skills, including phonics and early literacy development. During vertical planning meetings, we have worked on aligning our curriculum to the Common Core Learning standards. During Common Planning, we discuss the learning outcomes of our units and plan on how to address them. This in turn, allows teachers to plan lessons that are common core aligned. ESL students, who are in monolingual classrooms, and are no longer ELA exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam.

3. The following workshops are scheduled for the teachers and guidance counselors of our ELL population: Differentiated Instruction, Planning for the Differentiated Classroom, Strategies for English Language Learners to develop spelling and vocabulary, Strategies for English Language Learners to develop reading comprehension and fluency and Understanding the process of literacy development for English Language Learners. In addition, our school's guidance counselors in particular our grades 6-8 guidance counselors provide on-going articulation workshops to parents to inform and assist them with the transition to High School. Also, guidance counselors push-in into the classrooms to observe and present High School information to the students as well as conducting one-on-one sessions to guide students and parents in selecting their school of choice that will best meet their social and educational needs.

Our school will continue to offer Jose P. training to our teachers. Professional development documentations will continuously be filed.

## D. Parental Involvement

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

1. Our school offers ongoing workshops for all our parents. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This however is a population of parents that are usually more willing to attend professional development around various topics. We also reach out to parents to partake in our school wide learning walks arranged by the School Leadership Team. We offer on-going workshops dealing with various topics to our parents: How to improve parenting skills? How to talk with boys? Migration issues, ARIS, Parent Talk, etc... We provide parents with Workshops on the NYSESLAT exam, ELA and Math State exams, as well as workshops on the CCLS as it's aligned to the school curriculum. All of these workshops are translated by parent coordinator or Assistant Principal.

2. Our school in partnership with our Community Based Organization(Mosholu Montefiore Community Center) offers ESL and GED classes on Saturdays to the parents of our ELL students. The teachers hired to teach these courses are bilingual. The Parent Association also plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.

3. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I in English and Spanish that gives us insight as to how we can better serve our parents. There are choices given for workshops as well. The parent coordinator has also scheduled trips for parents such as the Museum utilizing Title I funds. We have used translation services provided by the DOE for languages we are not able to translate. We have used technology (google translate) when necessary to communicate with parents of languages other than English and Spanish.

4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult ESL classes for parents. Workshops for parents that support their children's academic and social growth are provided in English and Spanish in the efforts to involve them in our school community.

## 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: PS/MS 95 Sheila Mencher School**

**School DBN: 10X095**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Serge Davis	Principal		11/15/13
Omara Flores	Assistant Principal		11/15/13
Delis DeLeon	Parent Coordinator		11/15/13
James Regan	ESL Teacher		11/15/13
	Parent		1/1/01
Beth Kosofsky/ESL	Teacher/Subject Area		11/15/13
Jessica Rivera/Bilingual	Teacher/Subject Area		11/15/13
Brandi Nankivel	Coach		11/15/13
	Coach		1/1/01
Joyce Levine	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 10X095 School Name: PS/MS 95 ~ The Sheila Mencher

Cluster: 6 Network: 608

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

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

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

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, staff assistance based on parent's and student's native language needs. If there's a language that a building personnel cannot translate than we seek the assistance of external DOE personnel (i.e., translation unit). To facilitate this process, the school will input pertinent information(OTELE code) on ATS, emergency cards, HLIS.

Our school is serving parents and students of the following native languages:

English - 55%

Spanish - 40%

Other - 5% (Albanian, Arabic, Bengali, Bulgarian, Cantonese, Chinese, Fanti, French, Fulani, GA, German, Gujarati, Hindi, Italian, Mandarin, Russian, Tigre, Turkish, TWI, & Urdu).

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.

Our school is predominantly of students from Hispanic heritage; as a result, our school's major translation oral and/or written is in Spanish. However, we still evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, building translator for Spanish speaking parents and students, administration and other faculty members. When necessary the school uses the translation services of the New York City Department of Education Translation and Interpretation Unit. We also use the school messenger phone service (i.e., Global Connect) to inform parents about current school's activities.

## Part B: Strategies and Activities

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

PS/MS 95 will provide written translation for report cards, progress reports, Parent Association notifications, teacher to parent correspondence and monthly newsletters. Timely provision of translated documents is provided to parents on a regular basis by school staff and administrators. In addition, parents who are non-English speakers are provided with a translated Bill of Parents Rights and Responsibilities. All notifications are sent home in English and Spanish; parents of other native languages are given information to reach out to the school for further assistance or a cover letter is sent home along with the English version for the parent to seek assistance to the DOE. The school has signage and forms in accordance to our Home Language Report (RHLA).

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

Oral interpretation services are provided in-house by the school staff and administrators. Oral interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences. The school sent daily communication to parents via an automated system called Globel Connect.

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>.

PS/MS 95 – The Sheila Mencher Van Cortlandt School will 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 child's educational options and parents' capacity to improve their children's achievement. This will be monitored via careful screening at the time of student enrollment through blue emergency cards and Home Language Survey (HLS) to access all available services to ensure that language is not a barrier to building and enfranchising the school community for the ultimate academic success and well being of the child. In addition, our staff and faculty are aware of Chancellor's regulation A-663 and are also aware of school's translation protocols.