



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

11X189

School Name:

THE CORNERSTONE ACADEMY FOR SOCIAL ACTION

Principal:

JAMES BELLON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Cornerstone Academy for Social Action School Number (DBN): 11X189
School Level: Elementary Grades Served: Pre-Kindergarten – Grade 5
School Address: 3441 Steenwick Avenue Bronx, New York 10475
Phone Number: 718-794-6160 Fax: 718-794- 6170
School Contact Person: James Bellon Email Address: Jbellon@schools.nyc.gov
Principal: James Bellon
UFT Chapter Leader: Kathlyn Ovalles
Parents' Association President: Cheryl Smith
School Leadership Team Chairperson: James Bellon
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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)
James Bellon	*Principal or Designee	
Kathlyn Ovalles	*UFT Chapter Leader or Designee	
Cheryl Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christopher Beihoff	Member/ Staff	
Marsha Henry	Member/ Staff	
Mabel Velazquez	Member/ Staff	
Tracey James	Member/ Parent	
Jacqueline Medina	Member/ Parent	
Lisa Masdeu	Member/ Parent	
Natola Patterson	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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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.

As a school we have had a three year focus on "*Using Questioning and Discussion Techniques*" to raise the level of the questioning to better challenge students cognitively in order to impact their achievement.

We at Cornerstone Academy for Social Action (CASA) promote the philosophy that all students can grow both academically and social-emotionally. All adults in the community are expected to provide all children and their families with the necessary support systems to facilitate their success in school. This belief is evident in Casa's Mission Statement, which articulates the Three Pillars of Cultural Competency, Community Action and Commitment to Academic Excellence. It is the third pillar, commitment to academic excellence-academic achievement- which has become our particular focus as a school-wide community. Through professional development we have been engaging the staff in rigorous conversations around questioning and discussion, and the overall implementation of both the Common Core Learning Standards (CCLS) and Danielson's Framework for Teaching. At CASA we believe that pairing the implementation of CCLS curriculum with a risk free learning environment where students are encouraged to construct viable arguments, critique their peers' positions and add to their peers' contributions, creates rigor.

Upon visiting classrooms at CASA, observable practices and systems include but are not limited to:

- Grade appropriate CCLS-based authentic student work that reflects the units of study and that includes appropriate actionable feedback to guide each student's learning
- Anchor charts and experience charts which represent the current unit
- Classroom libraries that are organized based on genre, level and/or content
- Clearly defined areas in the classroom in the content areas
- Current units of study with both essential questions to guide student learning and appropriate actionable feedback
- Evidence of the workshop model in all subject areas
- A database and data binders which support the collection, analysis and use of data
- Flexible groups
- The use of technology to differentiate instruction and to make the curriculum accessible
- Teachers conferring with students and recording their notes
- Teacher/ student discussions that drive instruction
- The use of best practices to address all learners' needs
- Feedback "next" steps for student growth
- Evidence of questioning and discussion and the CCLS speaking and listening standards in the planning and execution of curriculum in all content areas
- Data-based student grouping for extended day and after school
- The use of the Common Core Learning Standards as evidenced by classroom instruction, conferencing notes, lesson and unit planning, and the development of CCLS and TC aligned rubrics and checklists

In addition to our focus on academic excellence, there has been a continued, effective effort to improve classroom climate. Teachers have posted our school rules, *Be Kind, Work Hard, and Be Safe*, in every classroom. Teachers have the flexibility to define the rules more specifically for their particular room or learning area. Students are rewarded for following the rules through our Positive Behavior Intervention System (PBIS) program. You will notice:

- Posted classroom expectations
- Systems for tracking and monitoring behavior which include Class Dojo, a PBIS School Store, and Tier II individual behavior charts and Check and Connect Program.

The DTSDE Tenet(s) in which your school made the most growth: during the previous year:

Goal 3 Tenet 4: “By June 2014 **60% of teachers will** improve one level in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competencies 1e Designing Coherent Instruction and 3b Using Questioning and Discussion Techniques.”

As a school we feel that this goal was our most successful last school year for two reasons. The first being that in comparing our Advance MOTP ratings from September 2013 to June 2014 there was a 80% increase in teacher’s effectiveness ratings in competencies 1e Designing Coherent Instruction and 3b Using Questioning and Discussion Techniques. The second reason why we feel that this is a success if we are now modeling our questioning and discussion practices for three other elementary schools in our Network.

Goal 4 Tenet 5: “By June 2014 there will be a 15% increase in the number of teachers who either agree or strongly agree with the Learning Environment Survey statement “At my school There is a person or a program that helps students resolve conflicts.” This means that there will be an increase from 54% to 69%” We feel that this goal was met because upon researching this question on our Learning Environment Survey the score went up to 86%.

The key areas of focus for this school year:

1. Strategic program to increase opportunities for teachers to collaborate, look at data and instructional practices, align curricula to the CCLS, set goals for students, and develop an action plan to implement. A structured timeline of inquiry has been created so that grade level teams will use data and the inquiry process to identify and address student needs. To support the inquiry process our school had an SBO vote, which created an additional 50 min. for grade level teams to meet and work with data. During this time the teachers will be following the protocol for looking at student work and data. They will use this protocol to identify trends and plan lessons that will address our students’ needs. Our assistant principals, teacher center liaison and teachers college coaches will work with teachers to develop instructional strategies and activities to address the needs of our students.
2. Weekly Vertical Alignment meetings. Cohorts of teachers will meet on Fridays to identify trends in student work across grades, identify focus standards for the school, adjust curriculum within the school, articulate needs between grades, share instructional practices, discuss implementation of school-wide initiatives and provide feedback to one another based upon inter-visitations. These cohorts are: ICT Teachers, Special Education teachers, K-2 Teachers, 3-5 Teachers, Grade Leaders K-5, and Teachers without any additional adults and Cluster Teachers. These teams meet on a rotational and as needed basis.
3. Funding a UFT Teacher Center Staff Developer. This will aide our staff through conducting model lessons and professional development and by providing support in planning and will address our Instructional Focus of Assessment and other professional development initiatives as needed.
4. Provide time for school-wide inter-visitations and debrief

Goal 1 Tenet 2: “By June 2014 all students (inclusive of the lowest 1/3) in grades 2-5, will receive differentiated instruction to access the curriculum through intervention programs resulting in a 10% increase of students attaining level 3 and 4 as measured by the 2014 New York State ELA and Mathematics exams.” For the 2013-2014 school year our school had a 11.2% increase in the number of students who scored proficient on the Math exam. However, in ELA the percentage of students who scored proficient on the ELA exam dropped 7%. This is an area of focus for us this year and is evident in the goals and action plans for the 2014-2015 SCEP.

Goal 2 Tenet 3: “By June 2014, all teachers will engage in professional development opportunities and receive structured support which will lead to the development of CCLS aligned units of study with new curricula, analysis of student data, goal setting and analysis of teacher practice and its impact on student achievement.” Although we are satisfied with our school-wide Math Curriculum and grade 3-5 ELA curriculum we still feel there needs to be adjustments made to our grades K-2 ELA curriculum.

Goal 5 Tenet 6: “By June 2014 there will be a 7% increase in the number of parents who either agree or strongly agree with the LES statement “My child’s school communicates to me and my child what we need to do to prepare my child

for college, career and success in life after high school.” This means that there will be an increase from 88% to 95%” For this goal our score was flat. To address this we will make the CCLS progression more evident to the parents as well as the academic and personal behaviors which contribute to a student’s success as they move toward college. This will be done through an ongoing series of workshops for families.

11X189 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate		91.9%	
% Free Lunch	82.5%	% Reduced Lunch		8.4%	
% Limited English Proficient	3.5%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		54.2%	
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.4%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.83	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4		27.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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% Limited English Proficient	3.5%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
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% White	2.4%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
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Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
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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	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
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Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
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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	
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# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.83	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4		27.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X189 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate		91.9%	
% Free Lunch	82.5%	% Reduced Lunch		8.4%	
% Limited English Proficient	3.5%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		54.2%	
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.4%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.83	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4		27.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X189 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate			91.9%
% Free Lunch	82.5%	% Reduced Lunch			8.4%
% Limited English Proficient	3.5%	% Students with Disabilities			19.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			54.2%
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	2.4%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.83
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4			27.7%
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

11X189 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate		91.9%	
% Free Lunch	82.5%	% Reduced Lunch		8.4%	
% Limited English Proficient	3.5%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		54.2%	
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.4%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.83	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4		27.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X189 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate		91.9%	
% Free Lunch	82.5%	% Reduced Lunch		8.4%	
% Limited English Proficient	3.5%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		54.2%	
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.4%	% Multi-Racial		0.8%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.83	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4		27.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X189 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate			91.9%
% Free Lunch	82.5%	% Reduced Lunch			8.4%
% Limited English Proficient	3.5%	% Students with Disabilities			19.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			54.2%
% Hispanic or Latino	41.2%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	2.4%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.83
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4			27.7%
Science Performance at levels 3 & 4 (4th Grade)	70.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

New York State Assessment Data Analysis:

Upon review of our New York State Testing Data the following information is pertinent in the formation of this goal Student Achievement:

Pct. Proficient, ELA	15.7%
Pct. Proficient, Math	27.7%

Closing the Achievement Gap:

Pct. Proficient in ELA, Self-Contained	0.0%
Pct. Proficient in ELA, ICT	5.3%
Pct. Proficient in ELA, SETSS	0.0%
Pct. Proficient in Math, Self-Contained	0.0%
Pct. Proficient in Math, ICT	21.1%
Pct. Proficient in Math, SETSS	0.0%
Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS	35.0%
Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide	36.4%
Pct. in 75th Growth Percentile, ELA, Lowest Third City, Black/Hispanic Males	30.8%
Pct. in 75th Growth Percentile, Math, Self-Contained/ICT or SETSS	50.0%

Pct. in 75th Growth Percentile, Math, ELL	28.6%
Pct. in 75th Growth Percentile, Math, Lowest Third Citywide	39.6%
Pct. in 75th Growth Percentile, Math, Lowest Third City, Black/Hispanic Males	37.9%

3.5 DTSDE Findings

During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Extend the school’s effective progress monitoring systems in literacy to math to enable agile adjustments to curricula based upon data trends and patterns so that all students demonstrate increased mastery.

3.5 Recommendations (Priority and Focus School Recommendations page 1):

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should:

[3.5] Extend the comprehensive assessment system established literacy to math to integrate multiple measures of data including formative and qualitative data to track progress over time on explicitly identified targets to adapt curriculum in a way that demonstrates improved individual and subgroup achievement.

Part 2 – Annual Goal

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

By June 2015 there will be a 10% increase in the number of students in grades 4 and 5 who reach the 75th growth percentile as measured by the NYS ELA and Mathematics Exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <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>
Programs/Professional Development/Systems and Structures: <ol style="list-style-type: none"> 1. Revision of the school’s AIS/RTI Plan to include: a school-wide AIS block for students in grades K-1, a revised Tier II Intervention 	<ol style="list-style-type: none"> 1. Students who are in need of AIS intervention 2. Students in grades K-3 	<ol style="list-style-type: none"> 1. January 2015- June 2015 2. January 2015- June 2015 3. January 2015- June 2015 	Point Persons: <ol style="list-style-type: none"> 1. AIS/RTI Team Members 2. AIS/RTI Team Members 3. AIS/RTI Team

<p>through the use of Leveled Literacy Intervention Kit, A revised Tier III Intervention through the creation of a 9th period per-session, use of EasyCBM as a screener</p> <ol style="list-style-type: none"> 2. Implementation of Foundations as our Kindergarten – Grade 3 word study program. 3. Implementation of Flocabulary as our school-wide vocabulary development program 4. Use of School funds to support the position of UFT Teacher Center Staff Developer 5. Ongoing Professional Development in CCLS Instructional Shifts through Monday PD Time, Grade Meetings and Conference Days. The Professional Development topics include: <i>Math, Rigor and the CCLS Series, Promoting Student Discourse in the Math Classroom, Assessment for Learning In Action, Constructing Deep Understandings with ELLs through Collaborative Academic Conversations, Response to Intervention, A Shared Path for Success for Special Education, IEP Paraprofessionals as Instructional Supports, and ICT Strategies for Success</i> 6. <i>Implementation of a school-wide read-a-thon initiative. All students in grades k-5 will be engaged in sustained silent reading on Fridays. The goal of this will be for students to build stamina in their reading. Each grade will be expected to read uninterrupted for a specific amount of time. The time which students are expected to read will increase as students get older and as we move from January to June. Students who meet their weekly and monthly goal will receive award certificates and those students who remain engaged in reading for 95% of the read-a-thon time</i> 	<ol style="list-style-type: none"> 3. Students in grades K-5 4. Support all staff 5. Support all staff 6. All Students 	<ol style="list-style-type: none"> 4. September 2014-June 2015 5. September 2014-June 2015 6. January 2015-June 2015 	<p>Members</p> <ol style="list-style-type: none"> 4. Administration 5. Professional Development Team 6. Administration <p><u>Implementers:</u></p> <ol style="list-style-type: none"> 1. All K-1 Teachers, Special Education Licensed Teachers 2. All K-3 Classroom Teachers 3. All K-5 teachers 4. UFT Teacher Center Staff Developer 5. Admin, UFT Teacher Center Staff Developer, Teachers who attend Network, Central and outside PD Sessions 6. All classroom teachers
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<i>will attend a reward trip in June.</i>			
<p>Sub-Groups:</p> <ol style="list-style-type: none"> 1. Common Planning. During common planning teachers will create <i>Understanding by Design</i> (UBD) units of instruction. During their creation teachers will plan for <i>Universal Design for Learning</i> (UDL) so all students have access to the curriculum and proper supports and entry points. 2. Our Lowest Performing students will have their needs identified and addressed through our revised AIS/RTI Plan 3. Our English Language Learners (ELLs) will have their needs better addressed through the use of practices learned at the <i>Constructing Deep Understandings with ELLs through Collaborative Academic Conversations</i> professional development series 	<ol style="list-style-type: none"> 1. All Teachers and all sub-groups 2. Lowest Performing Students. 3. Teachers of ESL Students 	<ol style="list-style-type: none"> 1. September 2014-June 2015 2. September 2014-June 2015 3. September 2014-June 2015 	<p>Point Persons:</p> <ol style="list-style-type: none"> 1. Administration and Grade leaders 2. AIS/RTI Team Members 3. Administration and Professional Development Team <p>Implementers:</p> <ol style="list-style-type: none"> 1. All K-5 teachers 2. All K-1 Teachers, Special Education Licensed Teachers 3. Teachers of ELL Students
<p>Parent Engagement:</p> <ul style="list-style-type: none"> - Monthly Newsletters - Use of Tuesday Parent Time to meet with parents - Teachers will send home Assessment Notification Forms after major assessments to inform parents how their child performed and what their child still needs to work on - Use of Class Dojo as a school-wide system for behavior monitoring and to establish an ongoing conversation with parents - Use School Messenger to communicate with parents 	All Parents	September 2014-June 2015	Administration, All Teachers and Parent Coordinator
<p>Activities that address the Capacity Framework element of Trust:</p> <p>Friday Cohort Meetings. During these meetings different cohorts of teachers will meet as a Professional Learning Community to discuss: instructional practices, inter-visitations, curriculum, outside professional development they attended and the</p>	All Teaching Staff	September 2014-June 2015	Admin, UFT Teacher Center Staff Developer, Teachers who attend Network, Central and outside PD Sessions

implementation of school-wide initiatives. Our Cohorts are ICT Teachers, Special Education Teachers, K-2 Teachers, 3-5 Teachers, Grade Leaders, and Teachers without any additional adults and our Cluster Teachers.			
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Part 4 – Resources Needed

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

Foundations Kits for all classrooms K-3, One Leveled Literacy Intervention (LLI) Kit for each of grades Kindergarten, 1, 2 and 3, 48 days for a Substitute Teacher to provide LLI Intervention, Easy CBM license for the school, 10 Substitute Teacher Days to cover for professional development, 10 Substitute Teacher Days to Cover Inter-Visitations, supplies for award certificates for read-a-thon, funding will be set aside to cover the admission fees for students who meet their read-a-thon goals

Part 5 – Budget and Resource Alignment

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

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

X

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.

1. Reading Comprehension: Formal and informal observations. Fountas and Pinnell Running Records will be given 5 times this year. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.
2. Writing Interim Assessments will be given three times this year using the Department of Education Measures of Student Learning (MOSL) Task. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.
3. All grades will give a Baseline, Midline and End of Year Math Benchmark Assessment. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.
4. At the end of all professional development sessions there will be a feedback form which staff members will be asked to complete so that we may plan additional sessions and make adjustments to our Professional Development Plan as necessary. Throughout the year the UFT Teacher Center will create online surveys to ensure the professional development that is offered meets the needs of the staff members.
5. At the end of all professional development sessions there will be a feedback form which staff members will be asked to complete so that we may plan additional sessions and make adjustments to our PD plan as necessary.

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 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.

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

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of D and I.
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.

Data Sources:
 The data for the goal in this Tenet was taken from the 2013-2014 Learning Environment Survey where on page 7 only 86% of teachers agreed or strongly agreed with the following statement, “At my school... there is a person or program that helps students resolve conflicts.”

DTSDE Findings 5.3
 During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Enhance further the current support structures for all students and their families so that the effective work ensuring students’ academic and personal behaviors are maximized.”

Recommendations 5.3 (Priority and Focus School Recommendations page 1):
 In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:
 Leverage current professional development plans to build upon current professional development systems and structures such as Data Mondays, instructional rounds, and ongoing data and feedback from Danielson observations and PBIS to consistently act upon the school’s shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to college and career readiness.

Part 2 – Annual Goal

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

By June 2015 there will be a 5% increase in the number of teachers who either agree or strongly agree with the Learning Environment Survey statement “At my school there is a person or a program that helps students resolve conflicts.” This means that there will be an increase from 86% to 91%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Programs/Professional development:</p> <p>1. Book of The Month. On a monthly basis all classes will be engaged in the same picture book through a read aloud. All the books themes will focus on compassion and empathy. School- wide activities based upon the book will be created and shared during the school-wide morning meeting as a unifying agent within the school.</p> <p>2. PBIS We have a school-wide PBIS model which includes the use of Class Dojo as a behavior management and tracking system. We have a school store set up where students can spend their Dojo points.</p> <p>3. During February, Respect For All Month, we will have an assembly from “Box Out Bullying”. This assembly will cover the different forms of bullying students may encounter and how they “have the power of one” and can stop bullying.</p>	<p>1. All Students 2. All Students 3. All Students</p>	<p>1. January 2015- June 2015 2. September 2014- June 2015 3. February 2015</p>	<p>Point Persons: Administration and Book of The Month Team Implementers Classroom Teachers</p>
<p>Subgroups: For this goal all sub-groups will be addressed since it encompasses all students.</p>	<p>All students</p>	<p>September 2014- June 2015</p>	<p>Point Persons: Administration and Book of The Month Team Implementers Classroom Teachers</p>
<p>Parent Engagement:</p> <p>1. Second Cup Of Coffee Book Share Once a month parents will be invited into our school library for a workshop on our “Book of the Month.” During this time “Book of the Month” will be shared with parents and they will be engaged in an activity around the book. In addition parents will leave with activities that they can do at home to support their child in developing compassion and empathy.</p>	<p>All Parents</p>	<p>1. January 2015- June 2015 2. September 2014-June 2015</p>	<p>Point Persons: 1. Administration and Parent Coordinator 2. Principal and Dojo Coordinator Implementers: 1. Teachers and</p>

2. Class Dojo Class Dojo has a parent component that the school has invited all parents to join. Once parents join they can login and monitor their child's behaviors and send and receive messages from teachers and administration.			Learning leaders 2. All Staff
Activities that address the Capacity Framework element of Trust: Develop a Common Language for our Social Emotional Support Program. As a staff we will review the supports which we have in place and our two new initiatives, Book of the Month and Second Cup Of Coffee Book Share, to develop a common understanding and language for students, staff and community.	All Staff	September 2014-June 2015	Point Persons: Administration Implementers: All Staff

Part 4 – Resources Needed

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

We will use our Priority and Focus Funding to purchase:

- Picture Books to support Book of the Month in All Classrooms. The titles of these books are: The Great Fuzzy Frenzy by Janet Stevens and Susan Steven Crummel, The Farmer by Susan S. Ludy, Dotty by Erica Pearl , How to Heal a Broken Wing by Bob Graham, Stellulara by Janell Cannon, Fly Away Home by Eve Bunting and Unspoken by Henry Cole .
- Purchase of supplies for our school PBIS store
- Refreshments to serve to parents during “Second Cup of Coffee Book Share”
- “Box Out Bullying” assembly during February 2015.

Create a Morning Meeting Time at line-up where students will have an opportunity to share their learning through the book of the month, A team of Administrators and Teachers who will guide how the selected books will be used, Schedule changes to provide coverage for teachers who will present the book of the month to parents at our monthly “Second Cup of Coffee Book Share”, , , funding which will cover the

Part 5 – Budget and Resource Alignment

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

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

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.

Our midpoint will be February. Progress toward our goal will be measured through:

We will have the parents complete a brief on-line survey to see the impact of our “Second Cup Of Coffee”.

We will compare our OORS incidents from 2013-2014 to 2014-2015 to see if there is a decline.

We will survey the staff and students to assess the effectiveness of our “Book of the Month” initiative.

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.

Data Sources:
The data for this goal was based upon our 2013-2014 End of year Teacher Level MOTP Detail Report and 2013-2014 End of year MOTP Score Tracker.

DTSDE Findings 4.2
During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “The strategic use of cycles of observations based on the Danielson Framework for Teaching, recursive feedback conversations, and follow-up support has developed teachers’ understanding of their strengths and their implementation of next steps, resulting in improved classroom practice and student outcomes across the school.”

Recommendations 4.2 (Priority and Focus School Recommendations page 1):
In order for the school’s strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should: “Build upon the established work in scaffolding to include extensions that align to the needs of the highest performing students in their adaptive instructional practices and strategies.”

Part 2 – Annual Goal

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

By June 2015 **80% of teachers will be rated effective or highly effective** in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competency 3d Using Assessment Techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Programs/Professional Development/Systems and Structures:</u></p> <ol style="list-style-type: none"> 1. Staff will be provided professional development on key components of Danielson’s Framework , specifically, 3d Using Assessment in Instruction 2. Staff will be engaged in learning walks and inter-visitations with a focus on 3d Using Assessment in Instruction 3. Administration will participate in professional development in observation practices aligned with the Danielson Framework. 4. Staff will participate in Lunch and Learns where we will identify and plan our next steps in Using Assessment in Instruction 5. An afterschool book study will be done through the UFT Teacher Center within our building with a focus on Using Assessment in Instruction 6. Network Professional Development “Assessment for Learning In Action for k-2 and 3-5” and “Teacher Effectiveness: The Danielson Framework for Teachers” 7. Teaching Staff will be engaged in a book study using the book “Checking for Understanding” during Monday Professional Development time. This book aligns to the school’s Instructional Focus of Using Assessment. 	<ol style="list-style-type: none"> 1. All Teaching Staff 2. All Teaching Staff 3. Principal and Assistant Principals 4. All Teaching staff, Administration and UFT Teacher Center Staff Developer 5. Teaching Staff who sign up for the book study 6. Two teachers from Grades K-2 and Two Teachers from Grades 3-5 who will attend the Network PD Sessions and then turn-key it to the rest of the staff 7. All Teachers 	<ol style="list-style-type: none"> 1-6 September 2014-June 2015 7. February 2015-March 2015 	<p><u>Point Persons:</u></p> <ol style="list-style-type: none"> 1. Administration and Professional Development Team 2. Administration and Professional Development Team 3. Administration and Professional Development Team 4. Administration and Professional Development Team 5. Administration and Professional Development Team 6. Administration, Professional Development Team and Staff who attended Network Professional

			Development 7. Administration and Professional Development Team <u>Implementers</u> 1. All teaching staff 2. All teaching staff 3. All teaching staff 4. All teaching staff 5. All teaching staff 6. All teaching staff 7. All teaching Staff
<u>Subgroups:</u> As classroom teachers use various assessments they will keep in mind the various sub-groups within their classrooms. In addition on the spreadsheets we use to track data students' sub-groups will be indicated. This will allow us to track progress of student groups over time.		September 2014 – June 2015	<u>Point Persons:</u> All Classroom teaching Staff <u>Implementers:</u> All Classroom teaching Staff
<u>Parent Engagement:</u> On an ongoing basis after major in-class assessments, classroom teachers will send home Assessment Notification Forms. These forms will inform the parents how their child performed and areas in which the parents can help support their child.	All Students and Families	September 2014 – June 2015	<u>Point Persons:</u> All Classroom teaching Staff <u>Implementers:</u> All Classroom teaching Staff
<u>Activities that address the Capacity Framework element of Trust:</u> Friday Cohort Meetings. During these meetings different cohorts of teachers will meet as a Professional Learning Community to discuss: instructional practices, inter-visitations, curriculum, outside professional development attended and the implementation of school-wide initiatives. Our Cohorts are ICT Teachers, Special Education Teachers, K-2 Teachers, 3-5 Teachers, Grade Leaders, Teachers without any additional adults and our Cluster Teachers	All teaching Staff	September 2014 – June 2015	<u>Point Persons:</u> Administration and Professional Development Team <u>Implementers:</u> All teaching staff

Part 4 – Resources Needed

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

Creation of an Independent Reading Time on Fridays so Teachers may attend their cohort meetings, Substitute Coverage for Teachers to attend Professional Development Series, Copies of the books *Driven by Data*, *Checking for Understanding* and *Assessment and Student Success in a Differentiated Classroom*, Foundations Kits, LLI Kits

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Fair Student Funding, Funding from The UFT Teacher Center to provide Training Rate and Books for the Book Study													

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:

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

Our mid-year benchmark will be March 2015.

There will be evaluation forms at each professional development session (PD) to gauge impact and identify next steps. The impact of the PD will also be measured through ongoing formal and informal observation of teachers.

Mid-year we will compare teacher ratings in the Charlotte Danielson Framework rubric using competency 3d Using Assessment Techniques to their ratings in that competency last year. In June we will compare teacher ratings in 3d to determine growth.

Staff will be surveyed as to the effectiveness of the inter-visitations and cohort meetings to assess the impact that each had on their instruction. The impact will also be measured through ongoing formal and informal observation of teachers.

There will be evaluation forms at the end of the book study to gauge the impact and identify next steps. The impact will also be measured through ongoing formal and informal observation of teachers.

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).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	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.

New York State Assessment Data Analysis:
 Upon review of our New York State Testing Data the following information is pertinent in the formation of this goal Student Achievement:

Pct. Proficient, ELA	15.7%
Pct. Proficient, Math	27.7%

Closing the Achievement Gap:

Pct. Proficient in ELA, Self-Contained	0.0%
Pct. Proficient in ELA, ICT	5.3%
Pct. Proficient in ELA, SETSS	0.0%
Pct. Proficient in Math, Self-Contained	0.0%
Pct. Proficient in Math, ICT	21.1%
Pct. Proficient in Math, SETSS	0.0%
Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS	35.0%
Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide	36.4%
Pct. in 75th Growth Percentile, ELA, Lowest Third City, Black/Hispanic Males	30.8%
Pct. in 75th Growth Percentile, Math, Self-Contained/ICT or SETSS	50.0%

Pct. in 75th Growth Percentile, Math, ELL	28.6%
Pct. in 75th Growth Percentile, Math, Lowest Third Citywide	39.6%
Pct. in 75th Growth Percentile, Math, Lowest Third City, Black/Hispanic Males	37.9%

DTSDE Findings 2.2

During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to, “Extend the school’s effective progress monitoring systems in literacy to math to enable agile adjustments to curricula based on data trends and patterns so that all students demonstrate increased mastery”

Recommendations 2.2 (Priority and Focus School Recommendations page 1):

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should: “Extend current systems for evaluating and monitoring progress toward SMART goals and priorities in the SCEP to provide regular opportunities to evaluate progress towards short and long term goals and make adjustments and improvements to support the school’s long term vision.”

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 all students (inclusive of the lowest 1/3) in grades 3-5, will receive differentiated instruction to access the curriculum through intervention programs resulting in a 3% increase of students attaining level 3 and 4 as measured by the 2015 New York State Mathematics exams.

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>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Programs/Professional Development/Systems and Structures:</p> <ol style="list-style-type: none"> Creation of an Academic Intervention Services (AIS) afterschool program for all students in grades 3-5 The program will consist of two weekly 90 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English Language Arts and Mathematics. Students will be targeted based upon the 2013-2014 New York State Exam results, Rally Simulation results and those identified through the use of EasyCBM. Creation of a Saturday AIS program for all students in grades 3-5 who are unable to attend the AIS weekday program. The program will consist of five Saturday Sessions which will each be four hours in 	<ol style="list-style-type: none"> Tier 2 Students in Grades 3-5 Tier 2 Students in Grades 3-5 Tier 3 Students in Grades 2-5 Tier 2 Students in Grades k-5 with a 	<ol style="list-style-type: none"> February 4, 2015-April 2, 2015 January 2015-June 2015 February 7, 2015-April4, 2015 September 2014-June 2015 January 	<p>Point Persons:</p> <ol style="list-style-type: none"> AIS/RTI Team Members AIS/RTI Team Members ESL Coordinator and AIS/RTI Team Members AIS/RTI Team Members AIS/RTI Team Members AIS/RTI Team

<p>duration. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts and Mathematics. Students will be targeted based upon the 2013-2014 State Exam results, Rally Simulation results and those identified through the use of EasyCBM.</p> <p>3. Creation of a 9th period AIS period for Tier III students in grades 2-5. The program will consist of two weekly 30 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts.</p> <p>4 .Use of Imaginary Learning as an Academic Intervention for students with fluency deficits. We will target students who have been identified through EasyCBM.</p> <p>5. Creation of a during the school day AIS small group tutoring program for students in grades 3-5. The program will have teachers tutor groups of 3-5 students during their prep periods. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts and Mathematics.</p> <p>6. Revision of the school’s AIS/RTI Plan to include: a school-wide AIS block for students in grades K-1, a revised Tier II Intervention through the use of Leveled Literacy Intervention Kit, a revised Tier III Intervention through the creation of a per session 9th period, use of EasyCBM as a screener</p> <p>7. Creation of an additional Grade 2 class using our Mid-year budget adjustment. The goal of this will be to reduce class size in a “Chancellor’s Focus grade” so that students will received differentiated instruction at their level. The goal is to ensure that students in grade 2 are academically and socially ready for grade 3 by June 2015.</p>	<p>deficiency in fluency</p> <p>5. All Students in Grades 3-5</p> <p>6. All Students in grades k-1 and students in need of tier 2 academic intervention in grades 2-5</p> <p>7. All Grade 2 Students</p>	<p>2015-April 2015</p> <p>6. January 2015-June 2015</p> <p>7. January 2015 – June 2015</p>	<p>Members And Professional Development Team</p> <p>7. Administration</p> <p><u>Implementers:</u></p> <p>1. Teachers who apply to work the after-school program</p> <p>2. Teachers who apply to work the Saturday-school program</p> <p>3. Special Education or Reading Licensed Teachers who apply to work the position</p> <p>4. Classroom teachers</p> <p>5. Classroom teachers in Grades 3-5</p> <p>6. All Classroom Teachers, A Special Education Licensed Substitute Teacher and Teachers Who Apply to work After-School</p> <p>7. Grade 2 Teachers</p>
<p><u>Subgroups:</u> The sub groups of students who will be impacted by this goal are: the lowest 1/3, students with disabilities, and Black and Hispanic males. These students will be identified through the use of EasyCBM as a screener.</p>	<p>1. Tier 2 Students in Grades 3-5</p> <p>2. Tier 3 Students in Grades 2-5</p>	<p>January 2015 – June 2015</p>	<p><u>Point Persons:</u> AIS/RTI Team Members</p> <p><u>Implementers:</u> Teachers who apply to work the after-school program, Special Education or Reading Licensed Teachers who apply to work the position, Classroom teachers</p>

<p>Parent Engagement: Parents of students who are identified in need of AIS services will receive a letter indicating the reason why their child will be receiving services. On an ongoing basis after major in class assessments, classroom teachers will send home Assessment Notification Forms. These forms will inform the parents how their child performed and areas in which the parents can help support their child.</p>			
<p>Activities that address the Capacity Framework element of Trust: Friday Cohort Meetings and Grade Common Planning Meetings. During these meetings teachers will identify individual students, which subgroups they fall into, and who will be in need of academic intervention services based upon the EasyCBM screener and classroom observations and assessments. Teachers will then group their students accordingly to receive the appropriate intervention.</p>	All teachers	September 2014-June 2015	Administration and professional Development Team

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Common Planning built into the school schedule, Cohort Meeting Time built into schedule,</p> <p>Grade 2 Class: We will need to hire an additional Teacher, re-align our classrooms to allow the new class to be opened, and revise our school schedule to allow for common planning in grade 2 to include a third class. We will use Fair Student Funding to Create a new Grade 2 Class.</p> <p>We will use our Priority and Focus Funding for the following: AIS After-school Grades 3-5 : 7 Teachers x 24 hours of per session February 2015-April 2015, Rally ELA and Math Rehearsals New York Ready ELA and Math books, , New York Ready Pre and Post Test. The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders AIS Period 9 : 3 teachers x 24 hours of per session March 2014-May 2014, Foundations Kits for all classrooms K-3, 1 Leveled Literacy Intervention Kit for Grades kindergarten, 1, 2 and 3 Imagine Learning: The 30 licenses for students who will use this computer based program during the school day during AIS sessions. Grade 3-5 Tutoring :10 Teachers x 9 Prep period coverage March 2015 – June 2015</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 5. Specify a timeframe for mid-point progress monitoring activities.
<p>A midpoint benchmark will be at the end of March. The progress will be measured by: Easy CBM will be used as a progress monitor for both ELA and Math AIS students. In addition we will use Fountas and Pinnell running records, Interim assessments in Math and Writing which will be given 3 times per year.</p>

The Imaginary Learning program monitors student progress at the end of each session. This data will be monitored to see the impact of the program.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 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.	HE
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.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	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.

Data Sources:
 The data for the goal in this Tenet was taken from the 2013-2014 Learning Environment Survey where on page 8 only 87% of parents agreed or strongly agreed with the following statement, “My child’s school... helps keep my child on track for college, career, and success in life after high school.” and on page 8 only 88% of parents agreed or strongly agreed with the following statement “My Child’s school... communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.”

DTSDE Findings 6.4

During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Enhance further the current support structures for all students and their families so that the effective work ensuring students’ academic and personal behaviors are maximized.”

Recommendations 6.4 (Priority and Focus School Recommendations page 2):

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should: “Build upon existing professional development opportunities provided to all school staff, especially parental Learning Leaders, on strategies to incorporate school goal of increasing academic vocabulary which will engage parents to support student success.”

Part 2 – Annual Goal

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

By June 2015 there will be a 5% increase in the number of parents who respond agree or strongly agree with the following statements from the Learning Environment survey. "My child's school... helps keep my child on track for college, career, and success in life after high school." and "My Child's school... communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school." This means that there will be an increase from 88% to 93%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Programs/Professional Development/Systems and Structures:</u> <u>Career Day:</u> In May our school will host a Career Day for all students. During this day we will have adults from a variety of professions come to our school and talk with our students about their jobs and how their education prepared them for what they do on a daily basis.</p> <p><u>Dress for your career:</u> After career day students will be asked to come into school dressed for a career they would like to pursue when they grow up.</p> <p><u>Interview:</u> Prior to career day students will conduct an interview with a member of their family who has a job. During Technology class the students will then create a report they can share with their classmates.</p>	<p>All Parents</p>	<p>March 2015-May 2015</p>	<p><u>Point Persons:</u> Assistant Principal, Career Day Team <u>Implementers</u> Classroom Teachers,</p>
<p><u>Parent Engagement:</u> <u>Parent Workshop Series:</u> Create a yearlong series of parent workshops which will focus on preparing children for college, career and success in life after high school. The workshop topics will be: Common Core aligned ELA and Mathematics curriculum; Explorations in Science and our Science Fair; Common Core Aligned Assessments and the PARCC Assessments; Living a Healthy Life; Preparation for Middle School; Financial Planning and Supporting Parenting Skills; Career Training and Resume Writing for Parents</p> <p><u>Tuesday Parent Engagement Time:</u></p>	<p>All Students</p>	<p>September 2014-June 2015</p>	<p><u>Point Persons:</u> Administration, Parent Coordinator, PTA President and Professional Development Team <u>Implementers</u> All teaching Staff</p>

<p>Use our “Tuesday Parent Engagement Time” to have teachers invite parents in for curriculum based workshops. During these workshops teachers will share the upcoming unit expectations for students. Teachers will also share strategies with parents on how they can help their children at home.</p>			
<p><u>Sub-Groups:</u> For this goal all sub-groups will be addressed since it encompasses all students</p>	All Students	September 2014-June 2015	<p><u>Point Persons:</u> Administration and All Teachers <u>Implementers</u> Classroom Teachers and Students</p>
<p><u>Activities that address the Capacity Framework element of Trust:</u> <u>Trust between Students:</u> <u>Grade Expectation Share</u> Students on each grade will share with previous grade students what they will need to be successful. This will be done in June and each grade will have spokesmen and women who will visit the younger students. This will include inviting grade 6 students in from the middle school, which is on our campus, to talk to our grade 5 moving up class.</p> <p><u>Trust for Parents and Guardians:</u> This will be built through the Parent Workshop Series and the Tuesday Family Engagement Time. Families will be kept abreast of monthly and yearly grade level expectations of students and their progress toward these expectations. Expectations will be shared through parent meetings, monthly newsletters and parent workshops. Progress toward will be shared with families during parent meetings, through assessment notification forms (which are sent home after assessments indicating how the student performed and goal which can be worked on at home) and when report cards are distributed. In addition to this the school has adopted ClassDojo and this computer based system has a messenger feature which allows ongoing communication between the school and the family. Parents also will be given an opportunity during the November Family Conference to complete a Survey Monkey Survey. This survey will be based upon our areas of need from the 2013-2014 Learning Environment Survey to see progress which has been made in those areas since September. Parents will also have the opportunity to complete an office survey each time they come into the school to inform us how our service was on any given day.</p> <p><u>Trust for Staff and Administration:</u> This is established through ongoing communication between all members. The communication comes through: common planning, grade meetings, Vertical team/Cohort meetings, Measures of Student Learning Team meetings and Professional Development Team meetings. During these meetings all constituents are represented and all members have a voice and take an active role in the decision making process at the school.</p>	All Students	June 2015	<p><u>Point Persons:</u> Administration and All Teachers <u>Implementers</u> All Staff</p>

Part 4 – Resources Needed

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

adjustments, etc.

We will use our Priority and Focus Funding for the following:

2 days of 2 Substitute Teachers Coverage which will allow for Career Day planning and Career Day implementation,

Fair Student Funding will be used for:

Food and beverages for the adults who come in to the school to present for our students on career day,

Other Resources used:

schedule adjustments to allow each grade equitable time using the laptop carts, for the parent workshops we will need to purchase general supplies and ensure we have food and refreshments for the 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.

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

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.

1. At the end of each workshop we will have an evaluation form which will be completed by parents to assess the effectiveness of the workshop and to solicit ideas for other workshop topics .At the fall and spring Parent/Teacher Conferences, an online survey will be created and parents will be asked to take the survey in which one of the questions will be: “My child’s school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school”. We compare the results from the Parent/teacher Conference Surveys to the Learning Environment Survey to measure growth.

2. At the close of Career Day we will debrief with all the professionals who volunteered their time and survey them to unearth what went well and what were some areas for improvement. As a follow up with the students, we will ask them to write a brief synopsis of what are they doing in school now which will get them ready for one of the professions which was presented to them.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Easy CBM	Foundations, Wilson, LLI, Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Writers' workshops, Guided Reading Technology Integration, Individual feedback, Multisensory reading instruction, Flexible schedule, Supplemental reading/writing, More intensive schedule/class change, Use of graphic organizers and checklists in writing, Use tracking strategies for reading (ruler/finger/window) Provide templates for written work, Use word retrieval prompts / word banks	Small Group, 10:1, 6:1 or 3:10	These services are provided during and after the school day.
Mathematics	Easy CBM	Use of Tiered Instruction from Go Math Program, Extended time/Wait	Small Group, 10:1, 6:1 or 3:10	These services are provided during and after the school day.

		<p>time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Technology integration, Individual feedback, Pre-teach/re-teach content and vocabulary, Use flexible groupings Provide review/lesson closure, Use manipulatives and models Use memory strategies</p>		
Science	In School Assessments	<p>Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure Use manipulatives and models Use memory strategies</p>	Small Group	During School
Social Studies	In School Assessments	<p>Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure and models Use memory strategies</p>	Small Group	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Pupil Personnel team referrals	<p>Guidance Counselor School Psychologist SAT Team Social Workers</p>	Small Group or 1:1	During School

<i>Social Worker, etc.)</i>				
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment :

We have created a hiring committee that screens and interviews all potential candidates. This committee has created a series of questions that all potential candidates must answer on an in school interview. The candidate's answers are scored using a rubric. Then candidates with the highest scores are invited back for a second round of interviews and a meeting with the grade level team the vacancy is on. Once this part of the interview process is complete the committee makes their recommendation to the principal.

Retention:

We have several structures in place to retain staff once they are in our building.

- Common Planning on grade levels daily,
- Grade Leader positions, which provide an opportunity for staff members to take leadership roles in the school
- Professional Development survey at the start of the year so all staff has a say in the workshops they will attend whether provided centrally by the Department of Education, by the UFT Teacher Center, by our Network Support or by other professional organizations.
- Twice a year in-house school survey in addition to the once a year DOE survey so their voices are heard
- During two faculty conferences each year there are open sessions with administration so staff may ask questions and voice concerns

Assignments:

On a yearly basis staff members are given preference sheets to indicate which grade(s) they would like to teach the following school year. Administration gives all staff members including paraprofessionals the opportunity to discuss the selections they have made. In addition, teaching staff provides input on the cluster positions and so are the options for the professional assignment.

High Quality Professional Development:

To ensure that our staff becomes highly qualified, we will provide ongoing professional development within the building and set aside funds for staff that will need to continue their post-bachelor work. Within the building we have a UFT Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly Professional Development Plan.

Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core Aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school, share their notes and resources from the professional development session with their supervisor who will coordinate distribution of the information to all staff

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).

Principals:

The principal attends ongoing professional development offered by the companies who designed the CCLS aligned curriculum which the school has adopted. In addition this is supported through bimonthly professional development offered through the Network.

Teachers:

To ensure that our staff becomes highly qualified we will provide ongoing professional development within the building and set aside funds for staff that will need to continue their post-bachelor work. Within the building we have a UFT Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly Professional Development Plan.

Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core Aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school, share their notes and resources from the professional development with their supervisor who will coordinate distribution of the information to all staff.

In addition, at the start of the school year staff set goals and are given a PD survey. Based upon goals and the survey, staff members are assigned to Network offered professional development. These plans are adjusted over the course of the school year based upon the observation and feedback cycle.

Paraprofessionals:

The school has reached out to the network to provide a professional development series tailored to the needs of the paraprofessionals and ensuring that they are trained in strategies that will help them provide access to the curriculum for the students they serve. Theses session will be held on Monday afternoons and after the initial 4 sessions a survey will be given to provide individual PD plans.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our Pre-K program has adopted a CCLS aligned curriculum which will prepare the students for the Elementary School Program. In addition, on a monthly basis we have parent workshops where the parents are engaged in activities based upon the curriculum or other topics which are needed by the families. We also have a Kindergarten Open House which all of the families will be invited to.

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.

As part of the Danielson Pilot we were engaged in professional development on the use of assessment to drive instruction. We have provided teachers with many assessment options: conferencing, exit slips, pre, mid and end of unit assessments as well as interim assessments. During their common planning, the teachers decide which assessments are the best to use for their current curriculum unit. This decision is based upon the needs of their class and the curriculum being used. In addition we have created a Math Assessment team which will be creating and aligning the Math assessments which our school uses to each grade’s Common Core Standards.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	277,316	x	14,
Title I School Improvement 1003(a)	Federal	16,961	x	14,24,27
Title I Priority and Focus School Improvement Funds	Federal	67,125	x	14,18,21,2427
Title II, Part A	Federal	99,538	x	
Title III, Part A	Federal	NA		
Title III, Immigrant	Federal	NA		
Tax Levy (FSF)	Local	1,964,381	x	18,21,24,27

¹Explanation/Background:

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

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

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

6. 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.
7. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

8. **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).
9. **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.
10. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
11. **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.
12. **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.
13. **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:

14. **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.
15. **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.
16. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
17. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy

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 189 X The Cornerstone Academy for Social Action**, 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 189 X The Cornerstone Academy for Social Action** 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- supporting or hosting Family Day events such as our annual parent social and our Father-Daughter dance;
- establishing a Parent Resource Center/Area or lending library which will be tied into our school-wide book of the month initiative; instructional materials for parents;
- encouraging more parents to become trained school volunteers by having them become Learning leaders;
- 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, class and grade newsletters, create a school web-site where electronic copies of all important school related documents are kept for parents to have all 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

PS 189 X The Cornerstone Academy for Social Action, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 189
School Name Cornerstone Academy for Social Action		

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 James Bellon	Assistant Principal Andrea Tucci
Coach type here	Coach type here
ESL Teacher Evelyn Figueroa	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Majorie Austin
Related Service Provider Linda Cavallo	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	371	Total number of ELLs	14	ELLs as share of total student population (%)	3.77%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10		2	4		4				14

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	0	2	4	0	4	0	0	0	14
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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	4	1	1	3								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	1	6	1	1	3	0	14						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1	2								3
Intermediate(I)		1	4											5
Advanced (A)	2		2	1		1								6
Total	2	1	6	1	1	3	0	0	0	0	0	0	0	14

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 189 we use the Fountas and Pinnell (F&P) Benchmark Assessment kit to assess the reading skills of all our students across the grades, and teacher created rubrics based on the "Six Plus 1 Writing Traits" to assess writing. As a part of our ESL program we are using the ELL Assessment Kit by Rigby which is in line with the Fountas and Pinnell reading levels to assess our ELLs in K-5 in the four

modalities twice a year: in the beginning of the school year (baseline), and mid year. We administer this assessment so that we can create individual learning plans for our ELL students and share the results with the classroom teachers. The plan is used to support each student across the content areas in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted support for them such as using Foundations to develop phonemic awareness and fundamental literacy skills for students in K-2 and beginners in 3-5, create targeted small groups, use intervention strategies in all content areas, and adjust mini-lessons to include ESL methodologies and strategies such as graphic organizers, and the use of technology (Smartboards). As we collect the data to inform our instruction and next steps for our ELLs we have gained the following insights on our students; our students need support with phonics, grammar, and vocabulary. In addressing these needs we have seen more of our students progress within a proficiency level and/or increase in proficiency as per the result of the NYSESLAT.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data patterns across proficiency levels and grades, ELLs are continuously scoring higher in the listening and speaking sections. The RNMR ATS report for spring 2013 is currently not available but in reviewing the NYSESLAT letters to families the data provided by these letters indicate that most ELLs in grades K-5 need to strengthen their reading and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
All our instructional decisions are based on the needs of our students. Our school is currently using the NYSESLAT, LABR, F&P, and ELL Assessment kit information to make instructional decisions for our ELLs. The ESL coordinator/teacher works collaboratively with the classroom teachers during common planning times to provide instructional support such as scaffolds and strategies needed to support our ELLs progress. Due to the NYSESLAT RNMR report not being available AMAOs can not be created and current patterns can not be assessed.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a: The patterns across proficiency levels indicate that our students generally move up a proficiency level each year and some of our potential long term ELLs in 5 have remained in the same proficiency level. Our ELLs in grades 3-5 received similar scores on the ELA and math exam compared to non ELLs. Most of our students do not take the state exams in their native language but the 1 child that did receive native language support during the math exam scored similar to non ELLs.
 - b and c: Our school is not currently administering the ELL Periodic Assessment
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](#))
In P.S. 189 we use data to guide instruction for ELLs within the RTI framework by using the data collected from various assessments and collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for the linguistically diverse student. Within the classroom, students are provided with scaffolding and ESL methodologies to access the curriculum and are also placed in targeted small groups based on their needs. All ELL students also use Imagine Learning, a computer based literacy program to support their language development. Students who continue to struggle are provided with additional support, such as: Extended Day RTI groups and/or targeted small group instruction outside of the classroom for example Foundations groups and Wilson groups. When ELL students continue to struggle or demonstrate persistent difficulties and challenges despite high quality instructional supports and interventions, the student is presented to our Pupil Personnel Team for further targeted supports and/or special education evaluation.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 189 we use effective instructional strategies for our ELLs and consider the stages of second language development as we plan and deliver our academic instruction. Our instructional strategies include scaffolding, and ESL methodologies to help our ELLs access the curriculum. When possible we provide native language supports by administering the Spanish Lab to gain better insight on their L1 abilities. Additionally we provide glossaries, bilingual dictionaries, program consumable in native language (when possible), literature in L1, and use of technology for various reasons.
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?

We currently do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs based on a variety of assessment results both informal and formal. This includes teacher created assessments, program assessments, students observations and conferencing notes, as well as the results of both the NYSESLAT and New York State Assessments. Based on the results of the 2012-2013 NYSESLAT the majority of our ELL students increased within a proficiency level or progressed from one proficiency level to another which is a clear indicator that our programs are successfully supporting their academic needs.

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](#).)
The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered our certified ESL coordinator/teacher, or a designated pedagogue that is available to support when a student is initially registered at our school and their home language is a language other than English. Our ESL coordinator/teacher is our primary, licensed pedagogue who supports the families in completing the HLIS. When the ESL coordinator/teacher is unavaiaible we have a secondary group of designated, licensed pedagogues to assist the families in completing the HLIS. In the event that a family needs a specific language translator, our ESL coordinator/ teacher is bilingual and can support spanish speaking families. If the family needs a translator for a language other than Spanish a translator is contacted and if one is available, they will help with the HLIS. In addition to the HLIS, the ESL coordinaotor/teacher also conducts informal interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R and/or Spanish LAB by the ESL coordinator/teacher. Based upon the results of these test entitlement is determined and families are contacted via letter and/or telephone call.
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.
At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ESL coordinator/ceacher, the Parent Coordinator, and the Assistant Principal of ESL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choices (transitional bilingual, dual language, free standing english as a second laguage). This parent orientation session is conducted within the first ten days of the beginning of the school year. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ESL coordinator/teacher speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ESL. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with ESL coordinator/teacher. For those families who select freestanding ESL, ESL coordinator/teacher describes our program model and how it has worked for our school in detail to them.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL coordinator/teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. Over the course of the year the ESL coordinator/teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. The parents are given opportunities to come in and discuss their options and view the video during a Parent orientation session conducted within the first

10 days of the student's arrival to the school or by individual appointments.

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

Entitlement Letters and Parent Survey and Program Selection forms are distributed once students have been identified as ELLs. Letters are sent home via the student with a return date which is three to four days of the date of distribution. The date of distribution falls within the first ten days of the school year, therefore parents that come to the parent orientation session can make an informed decision on which program model best suits their child. Parent Survey and Program selection forms are collected at the end of the parent orientation session. For the parents that do not attend the orientation session, a one to one meeting conducted with the ESL coordinator/ teacher and the form is collected after the meeting. The ESL coordinator/teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Home Language Surveys, Entitlement letter, Continued Entitlement Letters, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder which is located in the ESL coordinator/teacher's office.

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.
All ELLs are assessed using the LAB-R (Language Assessment Battery-Revised), Spanish LAB (when necessary), and the NYSESLAT (New York State English as a Second Language Achievement Test) to determine their English language proficiency levels—beginner, intermediate or advanced. Students are then placed in our Freestanding ESL program. Based on the responses of the parent to the Parent Survey form the ELPC screen on ATS is updated within the first 20 days of the student's arrival to reflect the program that they selected or the program the student was placed in. Students are then placed in our Freestanding ESL program. Students in ESL are placed in grade appropriate classrooms and receive instruction in English. English language supports are provided by both the classroom teacher and the ESL teacher through a push-in/ pull-out model.

Since we currently only have a freestanding ESL program at our school, in cases where Spanish is the dominant language, parents, are given the option of placing their child in a transitional bilingual Spanish class or dual language class within the district if placement is available. We also maintain a waiting list of students whose families opt to keep their children at our school and would like us to open up a class in the future that matches their selection.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in english. Translation services are used when ever possible to accommodate families.

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.
The ESL coordinator/teacher prints out eligibility reports for the LAB-R and NYSESLAT using reports from the ATS computer system. For the LAB-R the ESL coordinator/teacher prints the RLER report weekly to identify new admits that are eligible for testing. The ESL coordinator/teacher then administers the test to the students within the 10 day period frame, hands scores it, and keeps records of each student. For the NYSESLAT, the ESL coordinator/teacher prints the RLAT and the RNMR reports to identify students who are taking the assessment. The teacher then creates a schedule to administer each modality (listening, speaking, reading, writing) within the testing time frame and in accordance with the State testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Educational Plan (IEP) are provided with the appropriate testing accommodations. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the test is scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged for scanning.
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. 
After reviewing the Parent Survey and Program Selection forms since we began as a school seven years ago, the trend is that parents select Freestanding ESL although we have three families that requested the transitional bilingual program. We have placed the students in the freestanding ESL program at our school because they have opted not to send their children to a different school in the district that offers the program they selected. The students are also placed on a waiting list for the transitional bilingual program. Once we have 15 or more students whose family has chosen the same program in one or two consecutive grades we will open up a classroom to accommodate those students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A-B: In an effort to provide our ELL students with the required amount of English as a second language (ESL) instructional minutes as per CR Part 154 our school is following a push-in/pull out model. Our certified ESL teacher provides support to both students and the teachers in kindergarten through 5th grade. ELL students in each grade/ classroom are paired as much as possible in each content area with a speaker of their own native language (if available) in heterogeneous cooperative groups that include students at mixed proficiency levels and at least one native English speaker. In this way English language learning can be supported and a risk free environment created whereby students speaking the same native language can support each other in both skills acquisition and conceptual learning and be supported by peers who are native English speakers. ELL students who participate in the pull out small group sessions work cooperatively in groups that include mixed proficiency levels and grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our certified ESL teacher pushes in and/or pulls out students according to the mandated minutes as per CR Part 154: Beginners receive 360 minutes of ESL instruction, Intermediates receive 360 minutes of ESL instruction , and Advanced students receive 180 minutes of ESL instruction and over 180 minutes of ELA instruction.. The ESL teacher uses ESL and the Common Core Learning Standards to plan, support and deliver instruction.

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.

At P.S. 189 the content areas are delivered in English using ESL methodologies throughout the day and when possible. Our school is currently using the ReadyGen Literacy Curriculum for grades K-2 and Expeditionary Learning Literacy Curriculum for grades 3-5. These curriculums have instructional components to support ELLs. Both curriculums are comprehensively taught with Science and Social Studies infused in the content. In collaboration with the classroom teachers, the ESL teacher supports curriculum and instruction by reviewing and reinforcing content using ESL methodologies. A variety of ESL methodologies and instructional strategies are used including the SIOP, Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language Experience Approach (LEA) to make the learning accessible to our ELLs. In the classrooms, instruction is scaffolded and differentiated for ELLs. The materials used to support language acquisition, vocabulary development, higher order thinking skills, and to make the content accessible to ELLs at all proficiency level are visuals, realia, graphic organizers, technology (lessons, games, video clips), intervention programs such as Foundations for phonics, Imagine Learning, bilingual dictionary, and thesauruses and glossaries for math and science. Native language supports are also provided on an as need basis. To support ELLs in the pullout small groups the ESL teacher uses The Cornerstone Program by Pearson to support the implementation and delivery of instruction. The program uses the thematic approach and the content areas of Science and Social Studies to engage students and make the content accessible for them while supporting them in achieving both ESL and Common Core Learning Standards. Our school is currently using the Go-Math Curriculum in grades K-5. This program supports our ELLs learning in that it follows the hands on approach, incorporates graphic organizers, manipulatives, and visuals to understand vocabulary and content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students who speak languages other Spanish during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries when being assessed on local and state levels. ELLs who speak languages other than spanish have access to bilingual dictionaries, and content area vocabulary glossaries as well. We provide our students with translators when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs at P.S. 189 are appropriately evaluated in all four modalities (speaking , listening, reading, writing) of English acquisition throughout the school year by informal and formal assessment, observations and conferencing, modeling , following instructions, and writing activities. All students are assessed using LAB-R, Spanish LAB, Unit test, Fountas and Pinnell, running records, exit tickets, NYSESLAT, and ELL Assessment Kit by Rigby. Teachers target students specific instructional needs based on the assessments and activity outcomes to support students in the four modalities and drive instruction.
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).

At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ESL teacher and other available providers. After assessing the student should he/she require additional supports we will plan accordingly.

b. Our ESL teacher provides our newcomers students with in classroom supports via planning with the classroom teacher, targeted small group instruction and the use of the Imagine Learning program. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. At this present time we do not have students who are recent arrivals but should we have any our ESL teacher is able to plan accordingly.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials. Students also participate in targeted small groups during extended day.

d. As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

e. ELL students that have reached proficiency on the NYSESLAT are provided with in classroom supports from the classroom teacher and ESL teacher, and continue to work on the Imagine Learning program. They participate in the extended day program and are grouped according to their needs. Additionally they are provide with test modifications for the remaining 2 years .

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

Presently we have 2 ELL students with an IEP in the second grade Intergrated Co-Teaching (ICT) classroom. We also have 3 ELL students who are receiving special education services in a 12:1 bridge fourth and fifth grade classroom. The classroom teacher, the special education teachers, and the ESL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model strategies and skills for reading and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic abilities.

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?

At P.S. 189 we use curricular, instructional, and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiation and using ESL strategies to enhance their learning. We use the pushin/ model to service the ELLs and the ESL teacher collaborates with the classroom teacher and special providers to address the students needs. ELL-SWDs have multiple opportunities to spend time with non-disabled peers. In placing ELL students with disabilities in a setting whether it is self-contained, ICT or SETSS we follow LRE as a guide. In foing this we ensure that not only are all mandates met but that the student is able to access the curriculum for his/her grade level. During the school day all students participate in lunch time and recess together depending on the grade level. ELL-SWDs are invited to the Sports and Arts After School program and our school's Academic After School Program. They are also invited to participate in our school's extra curricular activities such as: field day, our school's valentine dance, and game night as well as other school events.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

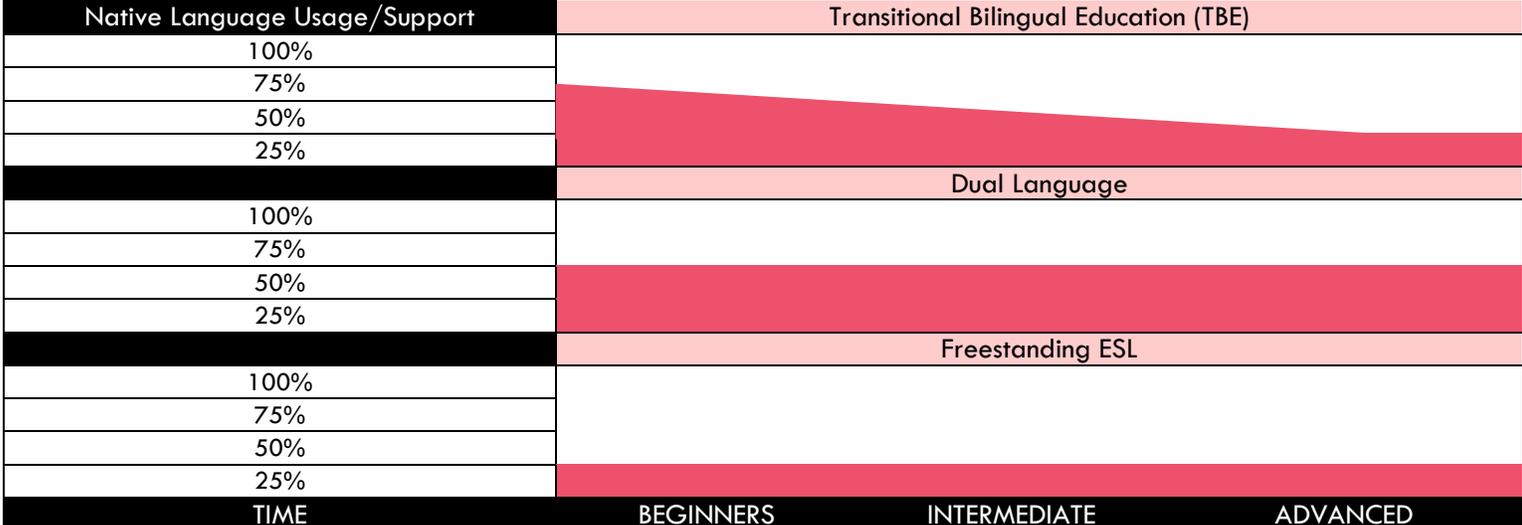
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.
Intervention programs for ELLs are offered during the school day, extended day and after school in English. The programs include: Wilson for students in grades 3-5, Foundations in grades K-2, Fountas and Pinnell Leveled Literacy Intervention, Imagine Learning and targeted literacy or math extended day groups. ELL students who are identified "at risk" receive small group instruction based on their needs with the school wide curriculum Go Math, and Readygen. All ELL students in grades 3-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups. ELL students participate in these programs based on their results on the NYSESLAT, State Exams and classroom assessments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the collaborative work between the classroom teachers and the ESL teacher as well as the work done with the students in the freestanding ESL program, our ELL students have made linguistic progress. Out of 22 students who took the NYSESLAT in the 2012-2013 school year 4 students reached the proficiency level (tested out), 13 students moved up a proficiency level, and 5 students stayed on the same proficiency level. This data is evidence that our program is meeting the needs of ELL population, therefore as we transition into the new curriculums we will continue support collaborative work between the classroom teachers and ESL teacher.
11. What new programs or improvements will be considered for the upcoming school year?
To better support our ELL students with the rigorous learning that the Common Core Learning Standards have put in place, we plan to continue incorporating ESL methodologies into our classroom instruction as we review and improve the new curriculums we are using.
12. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs/services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our ELL students have the same opportunities as the rest of the students in our school to participate in the all the programs that we offer: curricular and extra curricular activities. Students identified as ELLs participate in programs offered at their grade level, including the Sports and Arts After School Program, academic after school program, special assemblies, trips and any other activity offered. We send letters and flyers home to the families informing them about the programs we offer. We communicate the information through parent orientation, open house, parent/teacher conferences, and PTA meetings. Letters are translated in students' native language when possible and translators are invited to support our families. The ESL teacher is also available to support with Spanish translation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used to support at P.S. 189 are technology, textbooks, workbooks, dictionaries in their native language (when possible), thesaurus, manipulatives, and visuals. The classroom teachers through the use of laptops/ desktops and Smartboards integrate technology into all classroom instruction. ELLs also use technology to support them with literacy, math practice, and to create reports. We have both a music teacher and a technology teacher whose subject areas allow for ELLs to participate fully in projects and produce products with their native English speaking peers while developing academic vocabulary that connects to these and other content areas at the same time. All students participate in our physical education instruction, which incorporate TPR and peer supports.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Spanish speaking students have access to literature books, math materials used in Go Math, bilingual dictionaries, and content area vocabulary glosseries. ELLs who speak languages other than spanish have access to bilingual dictionaries, and content area vocabulary glosseries. When possible students are paired with others peers who speak their native language. Our ESL teacher also provided native language supports to our Spanish speakers when necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
At P.S. 189 all required support services, materials, and resources correspond to students' age and grade level. In each classroom there are leveled libraries to meet the needs of all students (beginner to proficient). We also provide students especially new admits with desktop dictionaries in their native language if available for clarification during lessons.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Before the school year begins we hold an annual family barbeque in order to welcome our students and families. During this time teachers, administrators, and other staff who are present communicate with the families. The parent coordinator has a table set up to help answer any questions and the ESL Coordinator/ Teacher is available to welcome new ELL families and provide Spanish translations for many of the families. In this way we reach out to try to welcome back old students and their families, and welcome new students and families, including those of ELLs before the school year begins. Throughout the school year as new ELLs arrive both the ESL coordinator/teacher and parent coordinator meet with the families to support them and get them acquainted with the school.

18. What language electives are offered to ELLs?

We currently do not have any language electives

19. For schools with dual language programs:

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

We currently do not have a 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. P.S. 189 provides professional development throughout the school year for our personnel in-house, as well as outside of the school. These professional development sessions are carried out through the school year for ESL coordinator, all teachers, general education, special education, guidance counselor, secretaries, and the parent coordinator. The professional development will be differentiated as needed, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals. Professional Development dates are as follows: CCLS MAth Rigor: 12/17/13, 1/10/14, 2/5/14, 3/5/13 and 3/21/13; ELA Rigor and the CCLS: 11/12/13, 12/12/13, 1/14/14, 2/3/14, 3/13/14, and 3/20/13; ELL Support Series improving ELL Achievement through CCLS Aligned Instruction: 11/8/13, 12/12/13 and 1/24/14; UDL Instructional Supports for Learners: 11/6/13, 11/26/13 and 1/15/14, 1/22/14 .

2. Our school houses a UFT teacher center that supports our teachers with on-site professional development and resources to enhance instruction. The UFT teacher center also offers off site professional learning opportunities supporting all teachers to engage in learning the new standards and applying ESL methodologies to meet the need of all ELL learners. Current workshops offered to our teachers are the City Wide ELL Conference in November, and Analyzing and using the NYSESLAT results to Drive Instruction. We encourage our teachers to participate in these learning opportunities.

Our ESL teacher attends various professional development sessions provided by the Office of ELLs and the Children First Network to keep abreast of the recent approaches, innovations in ESL instruction, and new standards. The ESL teacher continues to work collaboratively with the classroom teachers who attend professional development opportunities around the Common Core Learning Standards and new curriculums which were developed around the standards, and turnkey the information as needed during common planning times, and through professional conversations. As we engage with our new curriculums our ESL teacher and classroom teachers work collaboratively to develop and refine instruction that include ESL methodologies to support the ELLs as well as all learners to achieve the learning standards.

3. Our upper grade teachers and other school personnel support our students with the middle school selection process and transition by working closely with both the students and their families. Our ESL teacher provides support by explaining the importance of attending the middle school fairs to the students and their families as well as the transition. Translation supports are provided on an as needs basis. Most of our 5th grade students attend the middle school that is housed in the same building as our school, allowing our ESL teacher and the middle school ESL teacher to collaborate throughout the school year to ease the transition as well as support the students' learning. In supporting the staff in the middle school process our guidance counselor and middle school coordinator attend district offered training in the application process. This information is then turnkeyed to the staff and workshops are created for the parents.

4. Professional development opportunities are offered both in-house and off site, to ensure that our teachers attain the minimum 7.5 hours as per Jose P. legislation. All teachers attending these professional developments keep an ongoing log of their hours.

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. All school related information is disseminated to the parents of ELL students in English and their Native language when possible. In addition whenever there are meetings within the building we have staff members present to translate and if they are not available we reach out to the Office of Translations to ensure that the Parents of our ELL students receive the information in the language they are most comfortable with. We have many activities scheduled throughout the school year that we include and extend an invitation to all our families such as: the Family BBQ in August, "Meet and Greet the Teacher", school assemblies, evening events at schools, parent- teacher conferences, Parent-Teacher Association and parents workshop on different topics for example on going workshops on supporting families with understanding the Common Core Learning Standards and how they can support their child/children at home.
 2. Currently our school partners with the Sports and Arts organization, which is an afterschool program for our students. Our ELL students are afforded the same opportunities and are invited to participate in all the programs activities.
 3. The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school and through oral communication with our ESL coordinator/teacher and Parent Coordinator. We promote an open line of communication and support our families in the best way we can. Our bilingual ESL coordinator/teacher provides translation for our spanish speaking families. For our families who speak languages other than Spanish we seek the support of other school personal within the building or arrange for interpretation services to be provided.
 4. Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year.

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: Cornerstone Academy for Social

School DBN: 11x189

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x189 School Name: Cornerstone Academy for Social Acti

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

We use results from our Home Language Identification Surveys to assess our school's written translation and oral interpretation needs. We maintain a current record of the primary language of each parent on the student emergency cards and in ATS. Copies are kept in the students' cumulative records of the Home Language Identification Survey as well as in the ESL Coordinator's office.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that we need written translation and oral interpretation services in Spanish, Sarahuele and French. We have 12 Spanish speaking students, most of whose families need both oral interpretation and written translation services. There are 2 families who need oral and written translation services: 1 in Sarhuele, and 1 in French. We communicated our findings through the support of the ESL Coordinator/ teacher, our Parent Coordinator and memos.

Part B: Strategies and Activities

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

In order to meet the needs of our families, the school will provide written translation services primarily by using school staff and parent volunteers. The general school practice is that we utilize the support of several staff members and parent members for Spanish translation. For other languages we use the services provided by the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. To ensure that the translation is done with in a timely manner we provide our translators with the information at least 2 days before the translation is required so that the families are receiving the translated information at the same time as all our families.

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.

Our ESL Coordinator and other bilingual school staff provide oral interpretation services in Spanish. We use the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for other languages. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to interpret for them. We also arrange for interpretation services to be provided for all parent meetings where interpretation services are appropriate. Oral translations are done immediately or appointments are set up so that translator can either be present or on the phone.

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>.

We fulfill the parental notification requirements by accessing and distributing documents created by the Translation and Interpretation Unit. We indicate on documents, letters, and fliers that are distributed to families that services are available. We have provided parents that speak a language other than English with a translated Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We have posted a sign in our building entrance and lobby in each of the covered languages indicating the availability of interpretation services. Our Parent Coordinator also has the information available and displayed. As one of her responsibilities, our Parent Coordinator coordinates and ensures that school documents are translated in a timely manner.

