



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

| | |
|----------------------------|-------------------------------|
| DBN: (i.e. 01M001): | 11X194 |
| School Name: | PS/MS 194 |
| Principal: | ROSIE SIFUENTES-ROSADO |

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

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- **Section 5B Capacity Framework Element - Supportive Environment**
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- **Section 5D Capacity Framework Element - Effective School Leadership**
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Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS/MS 194 School Number (DBN): 11X194
School Level: Elementary/Middle Grades Served: K-8
School Address: 2365 Waterbury Avenue Bronx, NY 10462
Phone Number: 718-892-5270 Fax: 718-892-2495
School Contact Person: Rosie Sifuentes-Rosado Email Address: rsifuentes2@schools.nyc.gov
Principal: Rosie Sifuentes-Rosado
UFT Chapter Leader: Lisa Chiappetta
Parents' Association President: Milagros Saez
School Leadership Team
Chairperson: Rosie Sifuentes-Rosado
Student Representative(s): NA

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Ave Bronx, NY 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: 607 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Rosie Sifuentes-Rosado | *Principal or Designee | |
| Lisa Chiappetta | *UFT Chapter Leader or Designee | |
| Milagros Saez | *PA/PTA President or Designated Co-President | |
| Lillian Sevilla | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Jayne Zanelotti | Member/ Teacher | |
| Valerie Vanacore | Member/ Teacher | |
| Rena Young | Member/ Paraprofessional | |
| Tanya Carrion | Member/ Parent | |
| Elissa Aleman | Member/ Parent | |
| Sunita Gir | Member/ Parent | |
| Rosemary Colon | Member/ Parent | |
| Denise Tirado | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

| The Six Elements of the Capacity Framework |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 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:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The instructional focus of PS/MS 194 is "To promote divergent thinking, increase access across the curricula and improve student engagement, all teachers will use multiple methods of presentation and provide multiple points of entry in all content areas." This instructional focus was developed collaboratively between the administration and staff and speaks to our shared belief that, with strategic differentiation for struggling and advanced learners alike, all students can achieve academic success. Our mission continues to be to provide every student with a quality education that prepares them for the rigors of high school, college and life by challenging students to think critically and become active participants in the learning process. We do this in the spirit of collaboration with educators and parents through our professional learning community.

PS/MS 194 is located in a Northeast Bronx neighborhood that is a combination of industrial, commercial, and residential areas. The building boasts a newly renovated technology lab, an upgraded auditorium, and SMARTBoards in every classroom. A walk through the wide corridors reveals alcoves in which tables and white boards have been placed for instructional use by Academic Intervention Service (AIS) providers with targeted students. The school also has laptop and iPad mini technology carts for use in instruction and as rewards. Through partnerships with the Trust for Public Land and Solar One we are awaiting the development of a new playground and a green roof.

We are very proud of our successes and, in particular, the growth our school has made in DTSDE Tenet 5 (Student Social, Emotional, and Developmental Health). The 2013-2014 Learning Environment Survey results indicate that 95% of parents are satisfied with the education their child receives at PS/MS 194, and 87% of students feel safe in our school. This data indicates that we are meeting the educational, social and emotional needs of our diverse student body. Through a school-wide emphasis on the implementation of the PBIS system with fidelity, we were able to improve school culture and create a supportive environment built upon trust. This is evidenced by a significant reduction in suspensions; from 216 to 60; during the 2013-2014 school year. This is further evidenced by our annual celebrations of learning which include The Art Expo, Science Fair, and Career Day as well as ongoing class assemblies and parent events.

Our efforts to create a positive and rigorous learning environment have resulted in our identification as a School in Good Standing in August 2014 and the recognition of several outside agencies. These include the naming of our school as a Super School by Imagine Learning English for our work with ESL students, the awarding of a \$12,000 First Place prize by the Solar One Green Design Lab for our efforts to reduce our energy consumption, and the designation of our Math Olympiad as third place finishers in the MoMathalon.

Every school community has its challenges. Our two most significant ones have been over-crowding and the continued influx of students identified as English Language Learners and Students with Disabilities. PS/MS 194's student population has exceeded its capacity in nine out of the past ten years; with a current population of almost 1400 students in a building created for 950-1000. This has caused difficulties during lunchtime and with scheduling use of the gym and auditorium, has brought about the conversion of spaces into classrooms, and most importantly, has caused our class sizes to swell to over 30 students.

Our second challenge is to meet the needs of two growing populations; English Language Learners and Students with Disabilities; who each comprise approximately 16% of our student body with many of these students falling into both sub-groups. Meeting the needs of our ELLs is particularly demanding because they speak languages (Bengali, Arabic, and Urdu) that are less prevalent within our staff and the DOE. As a result of the Special Education Reform, we have seen an increase in the number of autistic students; a population with whom we have had limited experience; admitted to our school. While these sub-groups are inherently challenging, we are committed to providing high-quality, rigorous instruction to all of our students.

Moving forward, we have identified DTSDE Tenet 6 (Family and Community Engagement) as our area of focus. Through the DOE-initiated Parent Engagement Time on Tuesdays, we now have the opportunity for more frequent interactions with families. This will allow us to strengthen school-home connections, encourage families to be more actively involved in the school community, provide more timely feedback to parents regarding students' progress and performance, and foster a culture of trust and mutual support.

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

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|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | |
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| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
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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) | | | | |
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| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
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| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 13 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 83.6% | % Attendance Rate | 94.2% | |
| % Free Lunch | 69.4% | % Reduced Lunch | 1.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 14.0% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | 8.7% | |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | 29.5% | |
| % White | 4.8% | % Multi-Racial | 0.1% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 3 | |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | 4.5% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | 7.15 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | 40.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | 46.9% | |
| 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | Multi-Racial | YES | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

11X194 School Information Sheet Key

| School Configuration (2014-15) | | | | | |
|-----------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|------|-----------------------------------------------|-------|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 1378 | 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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching | 13 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 11 | # Music | 11 | # Drama | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 83.6% | % Attendance Rate | | | 94.2% |
| % Free Lunch | 69.4% | % Reduced Lunch | | | 1.2% |
| % Limited English Proficient | 14.5% | % Students with Disabilities | | | 14.0% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 1.4% | % Black or African American | | | 8.7% |
| % Hispanic or Latino | 55.2% | % Asian or Native Hawaiian/Pacific Islander | | | 29.5% |
| % White | 4.8% | % Multi-Racial | | | 0.1% |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | | | 3 |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | | | 3 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.1% | % Teaching Out of Certification (2013-14) | | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.6% | Average Teacher Absences (2013-14) | | | 7.15 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 25.3% | Mathematics Performance at levels 3 & 4 | | | 40.7% |
| Science Performance at levels 3 & 4 (4th Grade) | 92.3% | Science Performance at levels 3 & 4 (8th Grade) | | | 46.9% |
| 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 | X | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | NO | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | YES |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | YES | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | YES |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | N/A | Multi-Racial | | | YES |
| Students with Disabilities | YES | Limited English Proficient | | | YES |
| Economically Disadvantaged | NO | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

3.3 PFQR Findings
 During our PFQR review, our strengths included:

- Collaborative planning across grades in all content areas
- Aligning lesson plans to the CCLS
- Providing instruction that stimulates higher-order thinking and builds deep conceptual understanding

3.3 PFQR Recommendation
 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:

Use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for groups of students, including students with disabilities and English language learners, and use a variety of complex materials appropriately aligned to the CCLS to engage the lowest- and highest-achieving students.

3.5 Self-Assessment
 Tenet 3.5 was given a rating of Developing because in ELA, teachers have developed the ability to utilize IRLA data to create targeted action plans to address student deficiencies and/or goals. This practice is not as widespread in the other content areas, and therefore is a focus for the school. Additionally, review of current curriculum maps revealed that although teachers differentiate for struggling students, enrichment activities were not as prevalent.

3.5 Self Recommendations

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

Apply ELA best practices to other content areas and classes to incorporate a progression of sequenced and scaffolded skills for groups of students, including students with disabilities, English language learners, and high achievers.

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

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – 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.

Through a continued implementation of rigorous curricula in ELA (ReadyGen in K-2, EL in 3-8) and Math (GoMath! In K-5 and CMP3 in 6-8) there will be a 3% gain by Students with Disabilities on the NYS summative assessments in ELA and Mathematics by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> • Switch to EL in Grades 3-5 • PL Plan includes Differentiation PD, data inquiry on SWDs • Layering of support in self-contained classes • Push-in model for SETSS • Creation of two additional self-contained bridge classes (3/4 and 5/6) to align with the Shared Path to Success and create a continuum of services • Developed an ELA and Math Intervention Program for students who performed at a Level 1 in both ELA and Math • Student interest surveys | Special education students and their teachers | September 2014-June 2015 | Teachers and administrators |
| Professional Development <ul style="list-style-type: none"> • PL plan addresses improvement of parental involvement | The entire school staff | | |
| Systems and Structures <ul style="list-style-type: none"> • Annual Reviews during parent engagement time • Parent workshop on IEPs and special education topics | Parents and staff | September 2014-June 2015 | Teachers, CSE Team, IEP Teacher, Parent Coordinator, administrators, Guidance |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------|-----------------------------------------------------------------------------------|
| | | | Counselors |
| Parent Involvement and Engagement <ul style="list-style-type: none"> Meet the Teacher Night, Parent teacher conferences Parental engagement time Parent workshops Respect for All Week, Anti-bullying, PBIS | Parents and students | September 2014-June 2015 | PTA, Parent Coordinator, Deans, Teachers, Guidance Counselors, Student Government |

Part 4 – Resources Needed

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

Human resources:

- Continued collaboration with ARC
- Hiring of two additional special education teachers for the newly formed self-contained bridge classes
- Hiring of after-school teachers
- Hiring of two additional paraprofessionals

Instructional resources:

- Commitment of budget to purchase EL materials
- Purchase of materials for after-school program

Schedule Adjustments:

- Inclusion of 100 Book Challenge periods in Grades K-6
- Parallel programming to facilitate the support of the self-contained classes
- Continuation of common planning periods for every grade.

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|----------|---|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| X | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | X | P/F Set-aside | | Grants |
|---|----------|---|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

There will be a 1.5% gain by Students with Disabilities on February 2015 mid-year assessments as compared to September 2014 baselines.

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

- | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

5.5 PFQR Findings
 During our PFQR review, our strengths included:

- School-wide buy-in to PBIS
- The creation of a Transition Coordinator in order to meet the social, emotional, and developmental needs of students with disabilities in grades 5-8
- A dramatic reduction in suspensions and detentions due to the successful implementation of PBIS.

5.5 PFQR Recommendation
 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:

Provide frequent and relevant feedback to students based on the analysis of timely data to enable students to draw on the feedback so that they can reflect upon and assess their own progress.

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

Part 2 – Annual Goal

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

Through continued implementation of the school-wide PBIS structure and the development of a behavior tracking tool using ABC Charts, we will promote student accountability for behavior choices and family engagement in the school community as evidenced by a 10% reduction in the number of students serving detention and a 5% reduction in principal's suspensions by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> • PBIS assemblies and events • Bi-monthly DEAR periods and PBIS store • Distribution of Tiger Bills and Tiger Tokens by entire school staff to reward positive behavior choices (TRUST) • PBIS language and behavior are modeled and encouraged by administrators, staff, students, and families (TRUST) | The entire school community | September 2014-June 2015 | Point Person(s): Assistant Principal and PBIS Committee Implementers: School Staff |
| Professional Development <ul style="list-style-type: none"> • PBIS Professional Development for staff on 09/29/14 • Professional Learning Plan Goal #3 is to improve school culture with an emphasis on PBIS (TRUST) | The entire school staff | September 2014-June 2015 | Point Person(s): Principal and PL Committee Implementers: Assistant Principal and PBIS Committee |
| Systems and Structures <ul style="list-style-type: none"> • PBIS system adopted school-wide • Weekly PBIS Committee meetings to plan future events and review data from student and staff surveys • New for the 2014-2015 school year: quarterly staff PBIS newsletter | The entire school community | September 2014-June 2015 | Point Person(s): Principal and Assistant Principal Implementers: PBIS Committee and other staff volunteers |
| Parent Involvement and Engagement <ul style="list-style-type: none"> • Parent assembly on 09/30/14 1. PBIS parent letter translated into multiple languages | Parents | September 2014-June 2015 | Point Person(s): Assistant Principal Implementers: Parent |

| | | | |
|--|--|--|-----------------------------------------------------------|
| | | | Coordinator, PBIS Committee, select teachers and students |
|--|--|--|-----------------------------------------------------------|

Part 4 – Resources Needed

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

Human Resources:

- PD provided by Network and Central staff
- Assistant Principal to act as co-chair of the PBIS Committee with staff member
- Teacher volunteers to participate in PBIS Committee after-school meetings and to plan and staff school events
- Student government participants to act as liaisons between the PBIS Committee and student body

Instructional Resources:

- PBIS Matrix
- Grade band specific kick-off lesson plans developed by the PBIS Committee

Schedule Adjustments:

- As needed to facilitate events

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | X | P/F Set-aside | | Grants |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 5% reduction in the number of students serving detention and a 2.5% reduction in principal's suspensions as compared to February 2014.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | 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:

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

4.5 PFQR Findings
 During our PFQR review, our strengths included:

- Looking at a variety of data sources, including chapter/unit assessments, eIRLA data, AIS progress monitoring, low-inference notes, Status of the Class charts and other checklists
- Using data to develop purposeful and specific Action Plans in ELA and to design small group instruction in math, as well as to determine rosters for ELA and math AIS
- Developing and using task-specific rubrics in all content areas
- Providing students with quality and timely feedback.

4.5 PFQR Recommendation
 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:

Provide frequent and relevant feedback to students based on the analysis of timely data to enable students to draw on the feedback so that they can reflect upon and assess their own progress.

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

Part 2 – Annual Goal

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

All teachers will incorporate demonstrated PD strategies in Domain 3 to support the development of rigorous lessons and unit plans as well as student ability to reflect upon and assess their own progress as evidenced by a 20% growth in teachers rated Effective or Highly Effective in Components 3b, 3c, and 3d by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <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> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> Continued implementation of new curricula (ReadyGen, EL, CMP3 and GoMath! Continued implementation of Foundations and Soar to Success in ELA AIS Student self- and peer- assess using rubrics (TRUST) | Teachers and students | September 2014-June 2015 | Point Person(s): Administration Implementers: Literacy coach, teachers, AIS staff and students |
| Professional Development <ul style="list-style-type: none"> PL Plan Goal #1: To improve teacher effectiveness in Domain 3 Select teachers attend outside PDs and turnkey information | Teachers and paras | September 2014-June 2015 | Point Person(s): Administration and PL Committee Implementers: Select teacher volunteers |
| Systems and Structures <ul style="list-style-type: none"> Continued implementation of weekly common planning periods to collaboratively develop lesson plans and distribute responsibilities (all grades) (TRUST) Continued implementation of teacher triads for peer inter-visitations and feedback (TRUST) | Teachers | September 2014-June 2015 | Point Person(s): Grade Leaders Implementers: Teachers |
| Parent Involvement and Engagement <ul style="list-style-type: none"> ARC Bookshelf Skedula Pupil Path (Parent Portal) ThinkCentral parent links Teacher-led parent workshops during Tuesday Parent Engagement time (TRUST) | Parents, students and teachers | September 2014-June 2015 | Point Person(s): Literacy Coach, AIS staff and Parent Coordinator Implementers: Teachers and parents |

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|--|--|--|--|

Part 4 – Resources Needed

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

Human Resources:

- Teacher volunteers to lead workshops
- PD provided by Network and Central staff

Instructional Resources:

- ReadyGen, EL, CMP3 and GoMath
- Remediation and enrichment materials to support new curricula
- Danielson Framework

Schedule Adjustments:

- Inclusion of 100 Book Challenge and math small group instruction periods in grades k-5
- Continued implementation of semi-departmentalized model in grade 5 to maximize impact on student outcomes.

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.

| |
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| |
|--|

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 10% growth in teachers rated Effective or Highly Effective in Components 3b, 3c, and 3d.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

2.4 PFQR Findings
 During our PFQR review, our strengths included:

- The assignment of staff to positions which maximize their strengths (i.e. teachers assigned to ESL classes, teachers moved to different grades)
- Structuring the school’s program to match the school vision (i.e. common planning, additional support in self-contained classes)
- Making budgetary decisions to support the vision of the school (i.e. purchasing EL curriculum for grades 3-5, implementing after-school programs)

2.4 PFQR Recommendation
 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:

Monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign, counsel, and provide ongoing targeted professional development opportunities in multiple formats to staff.

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

Part 2 – Annual Goal

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

At least 50% of teachers who received an overall MOTP rating of Developing at the end of the 2013-2014 school year will receive an overall Effective rating by June of 2015, as a result of ongoing support provided through an individualized Teacher Improvement Plan (TIP).

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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> • Intervisitations (TRUST) • ARIS Learn Opportunities • Professional Readings (journals, articles, books) • Meetings with support personnel (TRUST) | Teachers with TIPs | September 2014 - June 2015 | Point Person(s): Administration and TIP teachers Implementers: Administration and TIP teachers |
| Professional Development <ul style="list-style-type: none"> • Self-selected Professional Learning cycles • Network and Central PD opportunities (where available) | Teachers with TIPs | September 2014 - June 2015 | Point Person(s): Administration and TIP teachers Implementers: Staff and Central Based Personnel |
| Systems and Structures <ul style="list-style-type: none"> • Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences (TRUST) • Teacher created Danielson Triads (TRUST) | Teachers with TIPs | September 2014 - June 2015 | Point Person(s): Administration and TIP teachers Implementers: Administration and TIP teachers |
| N/A | N/A | N/A | N/A |

Part 4 – Resources Needed

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

Human Resources:

- Administration and TIP teachers
- Teacher peers for intervisitations and collaboration

Instructional Resources:

- N/A

Schedule Adjustments:

- Collaboratively planned Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences
- Common Planning opportunities embedded in teachers' schedules

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | X | P/F Set-aside | | Grants |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

| |
|--|
| |
|--|

Part 6 – Progress Monitoring

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

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

By January 31, 2015, all Mid-Year Conferences will be conducted and any necessary adjustments to Teacher Improvement Plans will have been made.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

6.4 PFQR Findings
 During our PFQR review, our strengths included:

- An atmosphere that is welcoming and fosters a feeling of belonging and trust
- Ongoing reciprocal communication with family and community stakeholders
- The provision of professional development across all areas (academic and social and emotional developmental health) to support student success.

6.4 PFQR Recommendations
 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:

Collaborate with pertinent school staff and community based organizations to enhance plans to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth.

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

Part 2 – Annual Goal

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

Improve parental involvement and understanding of the CCLS and its implication for student learning and growth by providing parents with a minimum of five quality, timely workshops given by teachers, support staff, and/or the Parent Coordinator by June 2015, as evidenced by school calendars, sign-in sheets and agendas.

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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust | | | |
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> PTA staffed sign-in area for Tuesday Parent Engagement time Teacher initiated parent workshops to support instruction Parent workshops offered by PTA and Parent Coordinator | Parents | September 2014 - June 2015 | Point Person(s): PTA and Parent Coordinator Implementers: PTA, teachers, Parent Coordinator |
| Systems and Structures <ul style="list-style-type: none"> Family Night September 2014 (TRUST) Extended Parent-Teacher Conferences in November and March (TRUST) Family Night May 2015 (TRUST) | Parents | September 2014 - June 2015 | Point Person(s): Principal Implementers: The entire school staff |
| Parent Involvement and Engagement <ul style="list-style-type: none"> Classroom celebrations (TRUST) Assemblies (TRUST) | Parents | September 2014 - June 2015 | Point Person(s): Assistant Principals and teachers Implementers: Teachers and students |
| N/A | N/A | N/A | N/A |

Part 4 – Resources Needed

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

Human Resources:

- PTA to act as liaisons with parents during Parent Engagement time

- Parent Coordinator to organize and facilitate workshops
- Teacher volunteers to facilitate workshops

Instructional Resources:

- N/A

Schedule Adjustments:

- As needed, to facilitate workshops and assemblies/celebrations.

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.

Part 6 – Progress Monitoring

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

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

By February 2015, there will be at least two Parent Workshops conducted by members of the staff and PTA.

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

| | | | | | |
|----|----------------------------------------------------------------------------|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | 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) | Level 1 performance on <ul style="list-style-type: none"> • Benchmark results • Baseline Assessments • Prior year NYS Assessment scores • Teacher Recommendations | <ul style="list-style-type: none"> • AIS providers use Soar to Success and Foundations • After-school teachers use NYReady | <ul style="list-style-type: none"> • A combination of push-in and pull-out services • Small group • One-on-one instruction | <ul style="list-style-type: none"> • 3-5 times per week outside of the ELA block • 90 minutes per week after school. • Saturday test prep program |
| Mathematics | Level 1 performance on <ul style="list-style-type: none"> • Benchmark results • Baseline Assessments • Prior year NYS Assessment scores • Teacher Recommendations | <ul style="list-style-type: none"> • AIS providers use GoMath! RTI Tier III and Intensive Intervention materials • After-school teachers use Finish Line and | <ul style="list-style-type: none"> • A combination of push-in and pull-out services • Small group • One-on-one instruction | <ul style="list-style-type: none"> • 3-5 times per week outside of the ELA block • 90 minutes per week after school. • Saturday test prep program |
| Science | Level 1 performance on <ul style="list-style-type: none"> • Benchmark results • Baseline Assessments • Prior year NYS Assessment scores (if available) • Teacher Recommendations | <ul style="list-style-type: none"> • Non-fiction and informational texts | <ul style="list-style-type: none"> • A combination of push-in and pull-out services • Small group • One-on-one instruction | <ul style="list-style-type: none"> • During lunch periods and before school. |
| Social Studies | Level 1 performance on <ul style="list-style-type: none"> • Benchmark results • Baseline Assessments • Teacher Recommendations | <ul style="list-style-type: none"> • Non-fiction and historical fiction texts, as well as primary and secondary sources | <ul style="list-style-type: none"> • A combination of push-in and pull-out services • Small group • One-on-one instruction | <ul style="list-style-type: none"> • During lunch periods and before school. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • Child Study • Teacher Recommendations • Parent Requests | <ul style="list-style-type: none"> • Advisory programs are built into the master school schedule for the ALC | <ul style="list-style-type: none"> • Small group or one-on-one setting. | <ul style="list-style-type: none"> • During the regular instructional day, as needed. |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

98% of our teachers are currently highly qualified. In order to continue to staff our building with Highly Qualified Teachers we frequent DOE job fairs, the Open Market System, and continuously provide professional development opportunities both internally and externally to all teachers.

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).

All teachers receive professional development both during school and afterschool twice a week. Teachers meet with the PD providers and literacy coach to support the development of rigorous lesson and unit 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.).

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 was required by the DOE, we established a MOSL Committee made up of teachers, the UFT Delegate, and administrators to evaluate the various assessment options available, compared these with the strengths of our staff and students, and jointly decided upon those assessments that would benefit all while simultaneously sharing the demands of the assessments equally. In collaboration with coaches, grade leaders, and consultants, we established procedures for the administration and scoring of both MOSL assessments and end-of-unit assessments in all core subjects. Professional development on the analysis of test data, as well as professional development determined as necessary based upon test data, occurs during weekly common planning periods and grade level or department meetings.

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 | \$1,167,332 | X | 17,20 |
| Title I School Improvement 1003(a) | Federal | N/A | N/A | N/A |
| Title I Priority and Focus School Improvement Funds | Federal | \$282,557 | X | 11,14,17,20,23 |
| Title II, Part A | Federal | \$211,008 | X | 11 |
| Title III, Part A | Federal | \$24,540 | X | 11 |
| Title III, Immigrant | Federal | \$17,791 | X | 17 |
| Tax Levy (FSF) | Local | \$6,434,674 | X | 11,17,23 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/MS 194]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/MS 194]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[PS/MS 194], 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

| Part A: School Information | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Name of School: PS/MS 194 | DBN: 11X194 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____ |
| Total # of ELLs to be served: 65 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 8 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In 2014-2015 and the 2015-2016, PS/MS 194 will utilize the Title III funding to help meet the Adequate Yearly Progress required by the No Child Left Behind (NCLB), Title III legislation. It will additionally increase student achievement on the NYSESLAT and ELA Exams by funding a seven month long, after-school program from November to May. All of our advanced ELLs on grades 1-8 are invited to this after-school program. Based on our data from the 2014 NYSESLAT and our current ELL roster, approximately 40% of our population fall into this category. An important trend that we noticed is that over 25% of this population falls into the advanced category for multiple years. Therefore, our rationale for this after-school program is: to work with our Advanced population to fine tune their speaking, listening, reading and writing skills, which will therefore, help them attain proficiency on the NYSESLAT.

Approximately, 65 ELLs from grades 1-8 attend the after-school program on Wednesdays and Thursdays, from 2:30-4:00. The ESL After-school team is comprised of three certified ESL teachers, and five content area teachers who will co-teach to implement skills and strategies using differentiated instruction to accommodate all ELLs. Flexible grouping will be used for instruction and students will be divided by grade bands (1-2), (3-5) and (6-8) to best accommodate their needs. One ESL teacher will work with each grade band which will consist of either one or two content area teachers dependent on the number of students in each grade band.

The materials for ESL After-School Program are as follows:

Continental Press, Vocabulary Links for English Language Development, Grades 1-8

Continental Press, New York ELLs, Grades 1-8

In addition to these materials, students use Brainpop ESL during these sessions. This is an interactive, web-based computer program that is appropriate for all levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: see below

High quality, Professional Development is provided in order to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize teachers with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. At no cost to Title III, TESOL teachers and content area teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students. At these sessions teachers will also prepare for lessons that build vocabulary, develop writing skills and improve oral language development which will prepare students for the NYSESLAT, at no cost to Title III. Professional Development activities are designed to assess data, identify individual strengths and weaknesses, and project future goals that will be utilized in the differentiation of instructions. Some of the topics we will explore throughout the year include: Using Questioning & Discussion Techniques to better instruct our ELLs, Differentiated Instruction, Parental Involvement & Engagement for parents of ELLs, ELL Data Inquiry and Technology to help instruct ELLs. Professional Development will take place bi-weekly on Monday mandated afternoons from 3:45-4:30, at no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ESL students are invited and encouraged to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully to facilitate community relations as well as learning related activities at the school. The Parent Workshops cover a wide range of topics such as a series of workshops on Action 100-How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams as well as Navigating Through the NYSESLAT. These parent workshops are conducted by our ELA AIS, Math AIS and ESL providers, at no cost to Title III. All the parent related information is communicated in children's home languages. All flyers are sent home in the native language, informing the parents that interpreters are available from our to help them understand the information delivered.

Part D: Parental Engagement Activities

The Parent Workshop Schedule is at 2:20, on the following dates:

October 21, 2014 - Gr. 3-8Math Workshop

December 11, 2014- Gr. K-2 Writing Workshop

December 16, 2014 -ELA Workshop

Jan 2015 PBIS workshop- K-8

February 10, 2015- Gr. K-8 NYSESLAT Workshop

February 2015 3-8 Test Taking Workshop

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|------------------------------|----------------------|--------------------------|
| District 11 | Borough Bronx | School Number 194 |
| School Name PS/MS 194 | | |

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 Rosie Sifuentes- Rosado | Assistant Principal Greta Schorr |
| Coach Diara Kwartler | Coach |
| ESL Teacher Dawn Kuszel | Guidance Counselor Susanna Cruz |
| Teacher/Subject Area | Parent Ruth Nimchick |
| Teacher/Subject Area | Parent Coordinator Lois Lombardi |
| Related Service Provider Valarie Vanacore | Other |
| Network Leader(Only if working with the LAP team) | Other |

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. | 5 | 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 | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | 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) | 1400 | Total number of ELLs | 204 | ELLs as share of total student population (%) | 14.57% |
|------------------------------------------------------|-------------|----------------------|------------|-----------------------------------------------|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-in | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | | | | | 22 |
| Pull-out | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | | | | | 8 |
| Total | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 30 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|----------------------------------------------|-----|--------------------------------|----|
| All ELLs | 204 | Newcomers (ELLs receiving service 0-3 years) | 157 | ELL Students with Disabilities | 40 |
| SIFE | 9 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6+ years) | 15 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 160 | 9 | 4 | 32 | | | 12 | | | 204 |

| 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 | 160 | 9 | 4 | 32 | 0 | 0 | 12 | 0 | 0 | 204 |
| Number of ELLs who have an alternate placement paraprofessional: <u>1</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 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Spanish | 12 | 16 | 12 | 13 | 15 | 13 | 13 | 7 | 12 | | | | | 113 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 5 | 9 | 9 | 7 | 4 | 6 | 6 | 4 | 6 | | | | | 56 |
| Urdu | | | 1 | 1 | 1 | | 2 | 1 | | | | | | 6 |
| Arabic | 2 | 2 | 1 | 3 | 4 | 4 | 3 | 2 | 1 | | | | | 22 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | 1 | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | 1 | | 1 | | | | | 2 |
| Other | | 1 | | 1 | 1 | | 1 | | | | | | | 4 |
| TOTAL | 19 | 28 | 23 | 25 | 25 | 23 | 26 | 14 | 21 | 0 | 0 | 0 | 0 | 204 |

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) | 15 | 3 | 1 | 9 | 5 | 7 | 2 | 7 | 1 | | | | | 50 |
| Intermediate(I) | 17 | 10 | 6 | 10 | 5 | 5 | 3 | 5 | 4 | | | | | 65 |
| Advanced (A) | 21 | 10 | 18 | 6 | 13 | 14 | 9 | 9 | 6 | | | | | 106 |
| Total | 53 | 23 | 25 | 25 | 23 | 26 | 14 | 21 | 11 | 0 | 0 | 0 | 0 | 221 |

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 | 14 | 3 | 0 | 0 | 17 |
| 4 | 11 | 7 | 0 | 0 | 18 |
| 5 | 16 | 3 | 1 | 0 | 20 |
| 6 | 11 | 1 | 0 | 0 | 12 |
| 7 | 14 | 1 | 0 | 0 | 15 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 19 | | 5 | | 0 | | 0 | | 24 |
| 4 | 10 | | 9 | | 1 | | 1 | | 21 |
| 5 | 21 | | 4 | | 1 | | 0 | | 26 |
| 6 | 4 | | 4 | | 1 | | 1 | | 10 |
| 7 | 14 | | 3 | | 0 | | 0 | | 17 |
| 8 | 0 | | 0 | | 0 | | 0 | | 0 |
| NYSAA Bilingual (SWD) | 0 | | 0 | | 0 | | 0 | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 6 | | 2 | | 11 | | 14 | | 33 |
| 8 | 2 | | 7 | | 2 | | 0 | | 11 |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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.
 Assessment Tools
 Measures of Student Learning Performance Assessment
 Action 100 IRLA

Fundations/ Wilson reading program assessments

The data obtained from the assessments above show that our ELLs are below grade level in literacy. In order to address this issue, our school has sought out various intervention programs to help close the gap between students' literacy levels and grade levels. The intervention programs that are in place are: Foundations/Wilson, Read 180, Imagine Learning English, AIS, ESL After-school program, and DFOY.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
One significant pattern that emerges is that an increasing number of students are arriving enrolling in the NYC school system at an older age. One implication of starting late for ELLs is that it makes the language acquisition process more challenging. As research shows that it is relatively easy to acquire language at a younger age. However, despite the late start the data shows that ELLs are advancing through the proficiency levels out of 204 ELLs for example 100 students have achieved the "advanced" status. This illustrates the progress being made within the ELL population.
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 [AMAQO tool](#))
N/A
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?Not/Applicable
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](#))
The data gathered from the baseline assessments, Lab-R, ELA and the NYSESLAT gives us some crucial insights as to which areas our ELLs are struggling in. One significant insight is that many ELLs lack the foundational skills in their first language. Therefore, their acquisition of English is more challenging. This is where the interventional strategies of RTI play a crucial role. At risk ELLs work in smaller groups to receive intensive targeted instruction. Teachers focus on basic elements such as letter/sound relationships and building on word families before moving on to higher level comprehension activities. Students who do not show expected results then move on to Tier III RTI where a one on one approach is used.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At PS/MS 194 we make every effort to follow the "push-in" model to deliver ESL instruction. This allows the ESL instructor and the content area teacher to collaborate to meet the needs of ESL students. When planning lessons, the ESL and content area teachers always consider vocabulary enrichment and comprehension. Alternate materials (e.g. photos, number lines, smart boards/ websites and alternate lessons are planned to help the students access the curriculum.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At PS/MS 194 we exceed NYC and NYS percentages for meeting AYP for ELLs. Even in math, which involves a great deal of literacy our students have exceeded the norms. Therefore, we believe our interventions are working.

New York v. PS/MS 194
SUBGROUP PERFORMANCE (LEVELS 3+4) in ELA
Grades 3-8: 2012-2013

| | NYS | NYC | 194 |
|-------------|------|------|------|
| ELLs | 3.2 | 3.4 | 4.5 |
| Former ELLs | 20.3 | 22.2 | 22.5 |

SUBGROUP PERFORMANCE (LEVELS 3+4) in MATH
Grades 3-8: 2012-2013

| | NYS | NYC | 194 |
|-------------|------|------|------|
| ELLs | 9.8 | 11.4 | 13.4 |
| Former ELLs | 27.4 | 31.7 | 43.7 |

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](#).)
Upon registration, parents are given the Home Language Identification Survey. The ESL Coordinator and/or another pedagogue is present to assist with the completion of HLIS to ensure that all information is filled out accurately. An informal interview is conducted to determine English language competency. The ESL Coordinator and/or pedagogue informs the Pupil Accounting Secretary as per the HLIS, of the correct OTELE code. If it is determined that the student needs to be tested by the LAB-R, then within the first ten days of school the potential English Language Learner is tested using the Language Assessment Battery- Revised (LAB-R). The Spanish speaking Ells, who don't pass the Lab-R, are then given the Spanish Lab. Parents are informed about ELL eligibility through an Entitlement letter (in their native language), detailing the DOE ELL Programs and inviting them to the ELL Parent Orientation meeting. The following pedagogues administer the HLIS as well as the LAB-R: Dawn Kuszel-Licensed TESOL Coordinator/ teacher, Prabhu Jha-Licensed TESOL teacher (speaks Hindi and Urdu), Martin Hirsch-Licensed TESOL teacher(speaks Chinese), BJ Son-Licensed TESOL teacher(speaks Korean) and Glorimar Reuter-Diaz-Licensed TESOL teacher(speaks Spanish). In addition, parent volunteers and office staff help with translations.
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.
All parent orientation information is relayed to parents in their native languages. At the Parent Orientation Meeting, Supervisors, ESL Staff and the Parent Coordinator are present. Brochures (translated versions available) describing the DOE, ELL Programs are handed out. The ELL Parent Orientation DVD is viewed by the parents in their native languages. We further explain the programs viewed in the DVD and answer any questions the parents might have via a translator. Next, the Parent Survey and Program Selection forms are distributed. Parents are asked to read and complete the survey and select a program for their child. After collecting the parent survey forms, students are placed in ELL programs based on parent choice.
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 sent home with the students. If necessary, letters are redistributed and phone calls are made to homes from where forms have not been returned. With the help of the parent coordinator, classroom teachers and ESL staff, and incentives, the timely return of these letters is insured as well as monitored. All ELL documents are filed and stored in an accordion folder with headings for each form.
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.
If a choice other than ESL is chosen the parent is informed that if we do not have enough students for a bilingual class, they will be given the option of transferring their child to a school with a bilingual program. They are also informed that they will be notified if a bilingual class becomes available in our school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs at PS/MS 194 are assessed using the New York State English As Second Language Achievement Test (NYSESLAT). A letter is sent home to parents making them aware of the upcoming NYSESLAT. The speaking modality of the NYSESLAT is given on a one to one basis, prior to administering the other sections of the exam. Teachers are given a testing memo, outlining the New York State policies and procedures for administering the NYSESLAT. The testing team prepares the materials and ensures the protocols are followed on testing days. Students take the remaining three exams, Listening, Reading and Writing on three consecutive days. If necessary, make-ups are given after that.

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. [i](#)

The general trend over the years among parents seems to be the selection of the English As A Second Language Program as the preferred choice. For the 2013-2014 school year approximately 78% of our parents have chosen ESL as their program of choice. Therefore, the program offered at PS/MS 194 is well aligned with parent requests. The second preference was TBE with 12% and a small segment choose DL (4%). If, however, parents are interested in a bilingual or dual language program, they are informed about the requirement of minimum number of students from the same language, on two contiguous grades needed to open up a program, which at the present time is not available. Parents are given the option of transferring their child to a school with a program of their choice. All accommodations are made to help find that student an alternate placement.

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])?

ELLs are mainly instructed via "push-in" model, whereby an ESL teacher visits the mainstream classroom and provides cross-content support to his or her heterogeneous group, during the mandated number of minutes per week. Struggling Beginner and Intermediate ELLs are "pulled out" and worked with in small groups to ensure adequate progress in all four learning modalities: speaking, listening, reading and writing.

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)?

The mandated number of instructional minutes provided to ELLs as per their proficiency levels is ensured primarily through scheduling the required numbers of classes for each ELL.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instructions are delivered primarily through the "push-in" model by scaffolding the teacher's lesson of the content area and pre-teaching the vocabulary needed to comprehend the lesson.

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

N/A

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

One of the ways we evaluate our ELLs is to use the practice format provided in the book, *Finish Line for ELL's*. This instruction is aligned with the Common Core and NYSESLAT. Baseline and informal assessments are also conducted on a regular basis.

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).

Our ELLs receive instruction in all scenarios primarily using English, although teachers provide Native language support whenever possible. The students, who have a strong foundation in their first language, are also provided with dual language glossaries. Our ESL teachers use a rich blend of various approaches such as TPR, realia, language learning experience, communicative approach as well as the IRLA during English Language Arts. Our school uses the freestanding ESL program, where ELLs work with TESOL teachers towards attaining proficiency in English. Once our ELLs attain proficiency, we provide extra support through our Academic Intervention Services Team. Former ELLs continue to receive small group instruction in ELA and Math.

We have also implemented a program called, *Imagine Learning English* with all of our kindergarten, newcomer, beginner and intermediate students, as well as our SIFE students. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program. Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction.

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. *Finish Line for ELLs*, *Finish Line Math*, *Elements of Daily Math* and *Mondo- Now I Get It!* (shared reading and writing) are materials that we are currently using. In addition to these materials, students use *Brainpop.com* during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

Some former ELLs on grades 6-8 participate in the "Read 180" Program which helps students make 1-2 years of reading progress in one year. In this program students work in three learning stations: an individualized computer based literacy station, a listening station as well as small group instruction with the teacher. These interventions are tailored to the needs of former ELLs who are not reading on grade level.

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower

grade levels, students are receiving phoincs instruction through the Fundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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?

A variety of instructional strategies and grade level materials are used by the teachers of ELL-SWDs. Some of these strageties and materials include L1 textbooks, 100 Book Challenge leveled books in English as well as Spanish, ILE (Imagine Learning English), and content area push-in supporting and scaffolding ELL-SWDs. ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students also attend our Mandated (Mon. & Tues.) and our ESL After-school Program (Thurs. & Fri.), where their specific needs are met in smaller groups. Thirdly, Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.

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?

ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students also attend our Mandated (Mon. & Tues.) and our ESL After-school Program (Thurs. & Fri.), where their specific needs are met in smaller groups. Thirdly, Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.

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: | 0 | 0 | 0 |
| Social Studies: | 0 | 0 | 0 |
| Math: | 0 | 0 | 0 |
| Science: | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

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

| | Beginning | Intermediate | Advanced |
|------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for all ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

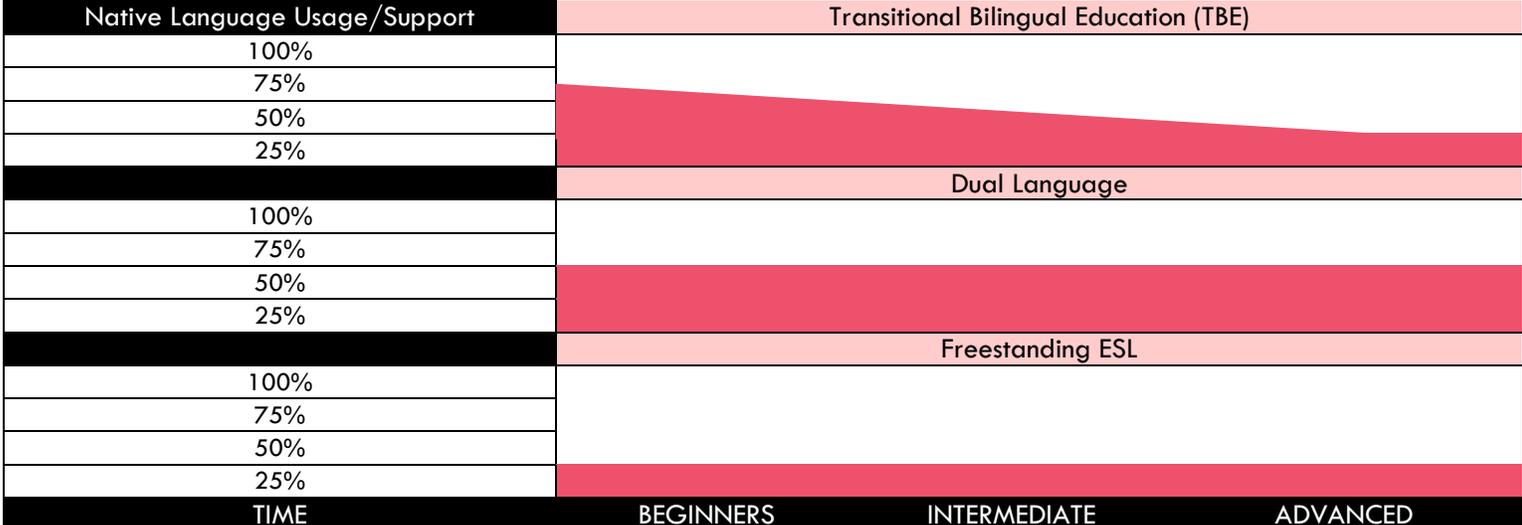
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|--------------------|---------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native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

ELA-AIS(English)

Math-AIS (English)

Foundations (English)

Read-180(English)

Mandated Program, 2x a week (English)

ESL After-School Program, 2x a week (English)

Test Sophistication Program, 2x a week (English)

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

The current ESL program at PS/MS 194 is working effectively. The data shows that our ELLs are progressing through the proficiency levels. Out of 204 ELLs for instance, 100 students have achieved "Advanced" status on the NYSESLAT. This illustrates the progress being made within the ESL population.

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

A new initiative beginning in December 2013, is Directions For Our Youth Inc. (DFOY) program.

This program targets our middle school students and addresses their academic, social and emotional needs. Through DFOY students are given academic help as well as having discussions and activities with their peers and counselors, based on social and cultural needs; activities include sports, visual and performing arts, leadership, STEM activities and trips. Parents are also strongly encouraged to become involved with the organization and family needs are met in their native language, when necessary.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Finish Line for Ells, Finish Line Math, Elements of Daily Math and Mondo- Now I Get It! (shared reading and writing) are materials that we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance Ells' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower grade levels, students are receiving phoincs instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

At PS/MS 194 we engage our students in many extra-curricular activities. Some of the extra-curricular activities that find an outlet for students' physical and emotional energies are the school dances, robotics, and music enrichment. Our other competitive sports include soccer, wrestling, basketball, tennis, volleyball, flag football, mixed martial arts, and softball. At times students and staff hold friendly competitions.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have a variety of materials to support our ELLs. We use a program called, Imagine Learning English with all of our kindergarten, newcomer, beginner and intermediate students, as well as our SIFE students. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program.

Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction.

The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Finish Line for Ells, Finish Line Math, Elements of Daily Math and Mondo- Now I Get It! (shared reading and writing) are materials that we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance Ells' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

ELLs on grades 6-8 participate in the "Read 180" Program which helps students make 1-2 years of reading progress in one year. In this program students work in three learning stations: an individualized computer based literacy station, a listening station as well as small group instruction with the teacher. These interventions are tailored to the needs of former ELLs who are not reading on grade level.

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our ESL program, we supply students with bilingual word to word dictionaries, native language glossaries, math workbooks, as well as 100 Book Challenge reading books in Spanish, where applicable. Students using ILE have the opportunity to hear directions in their native language before hearing them in English, to help support their learning while acquiring English.

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

Imagine Learning English gives all ELLs a pre-test to identify their abilities in terms of knowledge and language development. Based on this information the ILE program selects the set of instructions tailored to their needs. Baseline testing also allows us to assess a students' foundational knowledge in terms of content area in relation to their grade/age. For those students whose reading/phonics levels are below grade, we implement Foundations/Wilson Programs to bring them up to grade level.

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.

Imagine Learning English computer program

ESL After-school Program

Brainpop

Mandated Program

18. What language electives are offered to ELLs?

ELLs receive ESL as their language elective.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

High quality, professional development is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the Common Core Learning Standards. The professional development sessions take place every Wednesday, in addition to full day staff development P.D. These sessions engage teachers in hands-on preparation of Ready Gen, Expeditionary Learning, Go Math, Glencoe and CMP3 programs. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Many of the sessions that have already taken place gave us the opportunity to norm the Measures of Student Learning Performance (MOSL). These pre-assessments help us to drive instruction and help students succeed in the challenges that CCLS presents. The American Reading Company has been coaching the staff since September 2011 by providing PDs with the Action 100 reading program. This is scheduled to continue throughout the academic year. Since all teachers in our school affect the learning outcomes of ELLs, we conduct workshops that include all pedagogues.

Professional Development Dates

Sept. 6, 2013- Analyzed Test Performance for the ELL subgroup and discussed activities to support the needs of ELLs

Sept. 27, 2013- Using E-IRLA to determine ELLs Reading Levels

Nov. 5, 2013- Discovering Areas of Strength and Weakness in ELL Writing

Oct. 2013- ongoing- Data Meetings, supporting teachers to implement action plans of sub-groups

Nov. 20, 2013- Foundations Training using ELL Methodologies

Nov. 27, 2013- Methodologies and Practices for the ELL Population

Dec. 4, 2013- Active Participation Techniques- supporting teachers in effective questioning for ELLs

UPCOMING PD SESSIONS TO BE DETERMINED

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?

Parent Involvement at PS/MS 194 starts in the very first month of the school year. "Meet the Teacher Night" has become a tradition at our school. This is when parents are invited to meet all of their child's teachers, including ESL instructors. At this meeting they hear about all the planned and scheduled learning assignments/activities for the school year.

Another way in which we encourage parents to become involved in our school community is through a program called Learning Leaders. Those parents who are willing to volunteer their time are instructed to work in the classroom setting. Many of the bilingual parents work with small groups so that the ELLs continue to learn content without being hindered by their limited English. They also lend their support by interpreting and translating for our students, teachers as well as parents.

Another vital element of parental involvement is the PTA, which evaluates the needs of the parents by conducting a survey in all home languages. As a result of this survey a Parent Literacy Program was formed. In this program parents were given an opportunity to learn basic reading and writing skills in English. Another component of this program was computer literacy, where parents learned to become computer literate.

In addition, the PTA led by the Parent Coordinator invites and encourages parents to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully, and facilitate community relations as well as learning related activities at the school. The Parent Workshops cover a wide range of topics such as 'How the Common Core will affect your Child', Community Awareness, Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children's home languages. All flyers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered. All workshops have translators on hand to assist the non-English speaking parents.

Also, each June we hold an orientation for all incoming Kindergarten students and parents. This orientation helps familiarize both parents and students with academic expectations as well as ease their anxieties. Parents are given an overview of the new Common Core Curriculum, supply list and programs offered to ELLs as well as a tour of the building.

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.

Part VI: LAP Assurances

School Name: PS/MS 194

School DBN: 11x194

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|----------------------|-----------|-----------------|
| Rosie Sifuentes-Rosado | Principal | | 12/6/13 |
| Greta Schorr | Assistant Principal | | 12/6/13 |
| Lois Lombardi | Parent Coordinator | | 12/6/13 |
| Dawn Kuszel | ESL Teacher | | 12/6/13 |
| Ruth Nimchick | Parent | | 12/6/13 |
| Valarie Vanacore, Setts | Teacher/Subject Area | | 12/6/13 |
| | Teacher/Subject Area | | |
| Diara Kwartler | Coach | | 12/6/13 |
| | Coach | | |
| Susanna Cruz | Guidance Counselor | | 12/6/13 |
| | Network Leader | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11x194** School Name: **PS/MS 194**

Cluster: **6** Network: **607**

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.

Data was collected from the Home Language Surveys to determine the dominant language in the homes of our ELL population as well as meetings with school administrators, the child study team and the parent coordinator.

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

Our school concluded that, other than English, Spanish, Bengali, Arabic and Urdu are the majority of the first languages spoken in students' homes (in this order). The chart below indicates the Home Language of the current ELLs but interpretation/ translation services are available to any parent who needs language assistance.

| Home Language | # of current ELLs |
|---------------|-------------------|
| Spanish | 113 |
| Bengali | 56 |
| Arabic | 22 |
| Urdu | 6 |

Part B: Strategies and Activities

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

We plan to have school letters translated into the various languages as well as English (back-to-back) as needed. These services will be provided by parent volunteers, school staff, as well as outside vendors, depending on the language required. The NYC Translation and Interpretation Unit is very helpful in assisting us with this task.

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.

During Parent Teacher Association meetings, on Parent Teacher Conference day/night, outside contractors will be hired to do parent/teacher interpretation. The Language Interpretation Service is always able to accommodate our needs. In-house staff will also be used when necessary.

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>.

When letters are sent home to notify parents of the various meetings, the letter will also include information regarding the availability of interpreters.