



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT: PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12X195
School Name:	P.S. 195
Principal:	ANDREW KAVANAGH

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 195 School Number (DBN): 12X195
School Level: Elementary Grades Served: PK – 5
School Address: 1250 Ward Avenue, Bronx, NY 10472
Phone Number: (718) 861-4461 Fax: (718) 861-7935
School Contact Person: Jeffrey Eason Email Address: jeason@schools.nyc.gov
Principal: Andrew Kavanagh
UFT Chapter Leader: Louis Slattery
Parents' Association President: Terry Cintron
School Leadership Team
Chairperson: n/a
Student Representative(s): n/a

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue, Room 409, Bronx, NY 10459
Superintendent's Email Address: respina@schools.nyc.gov
Phone Number: (718) 328-2310 Fax: (718)542-7736

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrew Kavanagh	*Principal or Designee	
Louis Slattery	*UFT Chapter Leader or Designee	
Terry Cintron	*PA/PTA President or Designated Co-President	
Exempt	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	
Saheena Hylton	Member/ Teacher	
Jessica Diaz	Member/ Teacher	
Gina Baldeo	Member/ Teacher	
Mildred Roldan	Member/ Secretary-Parent	
Sherry Faulk	Member/ Treasurer-Parent	
Edith Arellano	Member/ Title I-Parent	
Javier Cintron	Member/ Parent	
n/a	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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:

4. **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.
5. **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.
6. **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, M measurable, Achievable, Relevant, and Time-bound.
7. **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.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
9. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 195 is dedicated to ensuring that each student develops the skills required to achieve the highest levels of academic excellence. Through a partnership between parents, staff, and community, every child will gain a significant sense of compassion, fellowship, and society, and develop a deep understanding acquired through the meaningful exploration of Literature, Mathematics, the Arts & Humanities, and Science. The activities implemented in every aspect of the learning environment will encourage inquiry, creativity, and the application of reasoning to instill and promote lifelong learning.

In an ongoing effort to improve student achievement, P.S. 195 has an ongoing partnership with Good Shepherd Services through the YABC program at Stevenson High School. Students from YABC work directly with our staff, supporting student learning in classrooms as well as promoting a positive and safe environment. We have also enlisted the services of Generation Ready to facilitate a hands-on approach to professional development.

Our school also takes the health and well-being of our students and the community very seriously; therefore we have partnered with Jump Rope for Heart, a national education and fundraising organization sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Through this program our students learn the value of community service and become empowered to contribute to their community's welfare. Additionally, we participate in an annual Breast Cancer Walk. This year we will be introducing CookShop, the federally funded nutrition education program of the Food Bank for New York City. This program will help our students and their families gain the knowledge and skills needed to make healthy food choices.

The strengths of our school's 2013-2014 SCEP included the direct alignment to the major recommendations from our Quality Review, allowing us to address the areas that have the most impact on school's overall success to include the development/refinement of curriculum maps to ensure alignment to the Common Core Learning Standards (CCLS) to build coherence in order to engage all students in rigorous academic tasks, resulting in higher-order thinking and deep reasoning; professional development of teacher pedagogy across classrooms to meet the needs of all students and engage them in higher order thinking skills through meaningful work products that demonstrate successful participation; use of resources to ensure that teachers and leadership are engaging in professional development opportunities that support improvement of teacher pedagogy aligned to the Danielson Framework for Teaching.

According to our 2013 – 2014 Quality Review Report (pg.3) P.S. 195 will be addressing the following challenges throughout the 2014-2015 school year:

- The leadership developed a school improvement plan reflected in a list of goals and action plans that is understood and supported by the community. (3.1; Tenet 2)
- The leadership communicated high expectations to faculty and developed expectations regarding student behaviors to establish a culture for learning that supports students and links to college and career readiness. (3.4; Tenet 5)
- The school developed a system for providing feedback to teachers aligned to a process which supports teacher development. (4.1; Tenet 4)

Taking into account the feedback received in last year's Quality Report, we will develop an action plan to address the aforementioned challenges.

12X195 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	967	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

3.2 The school works to ensure that the implemented curricula is appropriately aligned to the CCLS; however, we need to provide consistent and systematic support to all teachers across grades and subjects in order to assess and determine what students need to know across all grades.

3.3 Teachers formally participate in grade-level meetings to discuss and align unit plans to CCLS across their grade; however, we need to create CCLS aligned pacing calendars and unit plans across all grades that expose students to a progression of sequenced complex materials in order to promote higher-order thinking skills and help students analyze information.

3.4 The school leaders create opportunities for grade-level teacher teams to work on a regular basis, ensuring that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology, and other enrichment areas; however, we need to create opportunities for all teachers to work in partnerships within and across grades vertically and horizontally on a regular basis targeting what is taught and why it is taught.

3.5 The school collects timely data to identify patterns of student learning and shares it with teachers and instructional staff that leads to the differentiation of instruction and identification of student needs, in order to promote high levels of student learning and success; however, there needs to be a variety of data sources (formative and summative) shared school-wide enabling us to map out a clear and timely path for progress and growth.

Part 2 – Annual Goal

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

By June 2015, the school will align lesson plans and academic tasks to meet the expectations of the Common Core Learning Standards in grades 3 – 5, increasing ELA performance by ten percentage points as measured by the NYS ELA assessment.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will participate in professional development opportunities provided at the school-level, as well as at the district level, to ensure that a variety of strategies are being implemented to accommodate diverse learners, allow for flexibility in instruction, and maximize instruction.	Grades K-5	September 2014 – June 2015	All teachers (K-5), Staff Developers, Assistant Principals, and Principal
Utilizing various data sources, the school will identify trends across grades to appropriately differentiate to meet the needs of diverse learners. The data will also be used to monitor interim progress of at-risk students, SWDs, ELLs and high-need subgroup populations. Implementation of an afterschool program will also support this goal.	Grades K-5	September 2014 – June 2015	Classroom teachers, Data Specialist, AIS Providers and SETTS
Utilizing the allocated parent involvement time on Tuesdays, school leaders and staff will provide information sessions to parents/guardians to facilitate the home-school connection. We will also utilize the NYCDOE school site, office broadcast, and Twitter to inform parents of upcoming events.	Grades K-5	September 2014 – June 2015	Teachers, Data Specialist, AIS Providers and Staff Developers
Teachers will utilize the CAFÉ Model of conferring with students to listen to student concerns and take them in to account when planning to meet their individual needs and interest. During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which allow them to analyze student work and teacher practice, providing the presenter with collegial feedback.	Grades K-5	September 2014 – June 2015	School staff, parents, students, and administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Utilizing Priority Focus funds we will acquire services from Generation Ready. One (1) consultant will provide fifteen (15) days of service over the course of the year. Each session was quoted at \$1,250, for a total cost of \$18, 750. Teachers, Service Providers, Data Specialist, Staff Developers, and School Leaders will work collaboratively with Generation Ready staff to achieve this goal. The school will utilize Treasures Reading and Writing with the integration of Science and Social Studies resources (library sets will be purchased for 39 classes (K-5) to support non-fiction units at \$396 each for a total cost of \$15,444 in conjunction with the CAFE/Daily 5 framework to allow for flexibility, differentiation, and targeted instruction. The afterschool program will be offer to all students (grade 2-5). We plan to hire 15 teachers two days a week for 1 hour utilizing Priority Focus funds (15 teachers x 1 hour x 40 sessions x \$41.98 = \$20, 151). Administration will accommodate scheduling needs as needed.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

In February 2015, a representative from each grade, staff developers, and data specialist will meet to review the pacing calendars and unit plans, to discuss and make necessary revisions.

Part 6b. Complete in February 2015.

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

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

5.2 The school has developed a system to address the social and emotional developmental health needs of students, which allows them to refer and support developmental health and academic success of students; however, the school needs to increase the use of data to identify areas of need that impact students.

5.3 The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health through the school-wide use of their S.O.A.R. matrix to support students social, emotional, and academic growth; however, the school needs to continue to build adult capacity in terms of supporting students’ social and emotional developmental health.

5.4 Overall students feel safe and supported socially and emotionally; however, teachers still struggle with their role in supporting students’ social and emotional development, and how it ties into the school vision, hindering them from supporting students to this regard, or articulating this support to parents.

5.5 School leaders and student support staff work with some teachers to develop an understanding of how to use data to address students’ social and emotional developmental health needs; however, there is no consistent expectation for all staff members to use data to address student needs.

Part 2 – Annual Goal

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

By June 2015, the school will implement PBIS to improve student behavioral outcomes and build a positive school climate and culture as measured by the reduction of suspensions from nine (9) in 2013-2014 to four (4) or less in 2014-2015

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	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>
The school will continue to utilize PBIS supports to promote school-wide systems in the effort to improve student behavioral outcomes and build a positive school climate and culture. A Saturday Academy program focused on enrichment activities will be offered.	Grades K-5	September 2014 – June 2015	School leaders, Deans, PBIS Coordinator, SIT Team
PBIS will also facilitate in improving student academic and behavioral outcomes by ensuring all students have access to the most effective and accurately implemented instructional / behavioral practices and interventions possible.	Grades K-5	September 2014 – June 2015	School leaders, Deans, PBIS Coordinator, SIT Team
Utilizing the allocated parent involvement time on Tuesday's we will provide information sessions to parents/guardians to facilitate the home-school connection. Integrating PBIS with social and emotional learning systems designed at the school-level will fit the unique needs of our school, and the context of the school community, including students, families and school staff.	Grades K-5	September 2014 – June 2015	School leaders, Deans, PBIS Coordinator, SIT Team
Teachers will utilize the matrix to ensure students are meeting or exceeding community expectations, celebrating their efforts by rewarding S.O.A.R. bucks to students. Students will be able to redeem their S.O.A.R. bucks at the S.O.A.R. store bi-weekly according to a schedule.	Grades K-5	September 2014 – June 2015	All Staff, School leaders, Deans, PBIS Coordinator, SIT Team

Part 4 – Resources Needed

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

School Leaders, all staff, parents, and students will work collaboratively to achieve this goal. Utilizing Priority Focus funds, Mega Novelty Assortment Kits will be purchased through Oriental Trading Company for use in the S.O.A.R. Store where students will redeem S.O.A.R. bucks. Each kit is \$250 and will be replenished monthly each month for a total cost of \$2,500 for the year. Additionally, our Saturday Academy Program will offer students the opportunity to engage in Literacy and Math enrichment classes as well as participate in a club of choice utilizing Priority Focus funds (15 Teachers x 4 hours x 20 sessions x \$ 41.98 = \$50,376). School leaders will adjust schedules to accommodate the needs as they arise.

Part 5 – Budget and Resource Alignment

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

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

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

n/a

Part 6 – Progress Monitoring

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

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

School leaders and Deans will engage in progress monitoring via OORS Reports to ensure we are within our goal range.

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?				
n/a					

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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

According to the feedback for our 2013-2014 Quality Review on pgs. 3-5 we have assessed the following:

4.2 All teachers have a plan that is informed by data (summative, formative, interim, attendance, IEPs, NYSESLAT, etc.); however, not all teachers create short- and long-term goals for groups of students based on grade level benchmarks that lead to student involvement in their own learning and use instructional practices that are aligned to plans including accommodations for groups of students.

4.3 Teachers provide students with a wide variety of ways to engage in learning that enable most students to achieve their targeted goals; however, not all teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, which will lead to student achievement.

4.4 Some teachers use strategies, that are sensitive to diverse groups of students and their needs, to create environments by which there is an understanding and recognition of acceptable and safe behaviors utilizing P.B.I.S., providing access to learning, and social opportunities; however, not all teachers stimulate student thinking by developing and asking questions related to instructional materials that contain high levels of text and content complexity.

4.5 Most teachers utilize and analyze student data to inform instructional decision-making, including adjusting student groups and instructional strategies; however, teachers do not always provide students with data-based feedback which enables the students and teachers to work collaboratively on next steps, short and long term goals.

Part 2 – Annual Goal

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

By June 2015, 80 % of teachers will move within or to the next level of component 3b of the Danielson Rubric, thereby increasing student critical thinking and participation in discussions resulting in an increase of ten percentage points in ELA as measured by NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	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>
Through professional development and training on analyzing and utilizing data (summative, formative, interim, attendance, IEPs, NYSESLAT, etc.) to drive instructional practices teachers will work collaboratively to embed various higher-order thinking questions and discussion points within their lesson plans.	Grades K-5	September 2014 – June 2015	Staff Developers, Data Specialist, All Teachers, Assistant Principals, and Principal
Utilizing Mentoring Minds Depth of Knowledge Wheel, Accommodation Wheel, and English Language Learners Strategies Guide as a resource, teachers in will work collaboratively with the ESL Coordinator, IEP Facilitator, and Staff Developers to develop opportunities to provide students with equal access to grade-level instruction and assessments.	Grades K-5	September 2014 – June 2015	ESL Coordinator, IEP Facilitator, Data Specialist, Staff Developers, All Teachers, Assistant Principals, and Principal
Utilizing the allocated parent involvement time on Tuesdays, the professional learning community will provide information sessions to parents/guardians to facilitate the home-school connection.	Grades K-5	September 2014 – June 2015	ESL Coordinator, IEP Facilitator, Staff Developers, All Teachers, Assistant Principals, and Principal
Teachers will utilize the CAFÉ Model to confer with students and listen to concerns, taking them in to account when planning to meet their individual needs and interest to improve questioning and discourse amongst students. During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which allow them to analyze student work and teacher practice, providing the presenter with collegial feedback as it relates to component 3b of the Danielson Framework.	Grades K-5	September 2014 – June 2015	ESL Coordinator, IEP Facilitator, Staff Developers, All Teachers, Assistant Principals, and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Utilizing Priority Focus funds we will acquire services from Generation Ready. One (1) consultant will provide fifteen (15) days of service over the course of the year. Each session was quoted at \$1,250, for a total cost of \$18,750. We will also recruit a team of 12 teachers (12 Teachers x \$41.98 x 2 hours x 12 day = \$12,091) utilizing Priority Focus funds to plan grade specific professional development to turn key to their corresponding grade during common planning. This group of teachers will create various resources for teachers as they support the achievement of this goal. Teachers meet during professional development time on Monday, as well as during scheduled common planning time, to develop a variety of questions or prompts, with an emphasis on higher order thinking questions that will challenge students cognitively. Teachers will also engage in professional development workshops to refine plans and apply best practices within lessons.

Part 5 – Budget and Resource Alignment

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

n/a

Part 6 – Progress Monitoring

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

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

The targets to evaluate the progress, effectiveness and impact of questioning and discussion, and its impact on student progress (particularly those in the Hispanic/Latino, SWDs and Economically Disadvantage subgroups) will be measured based on:

- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of lessons as evident by administrative observations and student work
- Continuous improvement of instructional practices as evident by administrative observations and teacher feedback
- Student progress based on observational data

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?

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the feedback for our 2013-2014 Quality Review on pgs. 3-5 we have assessed the following:

2.2 The school community has a vision for student achievement and well-being, which is gaining more support with staff, families, and students.

2.3 School leaders encourage the staff to use systems that lead to the collection and analysis of outcomes with the expectation that they then utilize best practices related to school / student progress and achievement; however, the school needs to identify and communicate pertinent school goals in a timely, transparent and widely available manner to all stakeholders.

2.4 In the last two years school leaders have recruited, hired, and been able to retain personnel that enable the school to meet the academic and social needs of the students and school. We have developed and implemented systems for students and teachers, which address student achievement and maximizes the fiscal capital available to the school community; however, we need to develop a program that will address both the academic and social needs of students beyond the school day.

2.5 School leaders have developed and implemented a system for observing targeted teacher practices throughout the school year resulting in specific feedback and support for teacher; however, the school leaders must develop a protocol which enables them to conduct check-ins that lead to incremental improvement between steps necessary to yield a positive year-end evaluation rating.

Part 2 – Annual Goal

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

By June 2015, 90% staff will engage in professional collaborations, developing and improving CCLS aligned units of study, as well as engaging in professional practices including norming and calibrating instructional practices as measured by participant attendance and classroom observation data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
All staff will participate in weekly differentiated Professional Development activities allowing them the opportunity to choose workshops that will meet their individual professional needs.	Grades K-5	September 2014 – June 2015	All teachers (K-5), Staff Developers, Assistant Principals, and Principal
Utilizing the expertise of the ESL Coordinator, IEP Facilitator, and Staff Developers, teachers will plan to differentiate embedded activities to address the needs of special population students as well as diverse learners.	Grades K-5	September 2014 – June 2015	Classroom teachers, Staff Developers, Teachers, Assistant Principals, and Principal
Utilizing the allocated parent involvement time on Tuesdays, we will provide information sessions to parents/guardians to facilitate the home-school connection.	Grades K-5	September 2014 – June 2015	School staff, parents, students, and administrators
During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which allow them to analyze professional and instructional practices, providing participants the opportunity to comfortably share their feelings, worries and frustrations with their colleagues.	Grades K-5	September 2014 – June 2015	Teachers, Staff Developers, Assistant Principals, and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The School-Based Staff Development Committee will work collaboratively with grade leaders and administrators to develop a PD plan that will address the needs identified by the staff by providing differentiated PD opportunities. We will also recruit teachers to facilitate make and take workshops as well as teachers who will turn-key newly acquired information utilizing Priority Focus funds (12 Teachers x \$41.98 x 2 hours x 12 day = \$12,091) . Facilitators will be provided appropriate time to prepare workshop materials. We will purchase supplies to include printer ink, copier toner, paper, binders, dividers, and sheet protectors for all teachers (approximately \$5,000), to facilitate in maintaining data. Administrators will adjust schedules as needed.

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.													
n/a													

Part 6 – Progress Monitoring

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

Attendance records will be collected on a weekly basis and reconciled in February 2015 to analyze trends and participation.

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?				
n/a					

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the feedback for our 2013-2014 Quality Review on pgs. 3-5 we have assessed the following:

6.2 The school is a welcoming space and is responsive to families and community members. We have designed an open-door policy to ensure appropriate access to school leaders and staff, creating a trusting and respectful relationship with families and community stakeholders whose children are in immediate need; however, the school does not consistently offer families opportunities for volunteering and engaging with the school to enhance student learning and development.

6.3 The school staff is aware of the diverse culture and is developing a plan to promote a deeper understanding of the diversity and needs of the community. In an effort to accommodate the needs of the community, the school disseminates information to families in both English and Spanish and provides translations upon request;

6.4 The school shares information with families regarding community resources; however, the school needs to provide professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations to identify, address, and satisfy student needs.

6.5 The school provides learning opportunities for families who actively seek to understand their student data; however, the school needs to develop an effective method to share data in a way which families can understand grade-level expectations, student learning needs, and achievement indicators, therefore empowering them to advocate for continued support.

Part 2 – Annual Goal

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

By June 2015, the school will have timely and effective family communication systems in place regarding student achievement data. Parents will be informed of student strengths and needs via interim progress reports (January 15 & May 13). Additionally, parent workshops will have been provided to inform stakeholders of the Common Core Learning Standards and methods to support their

children's academic growth.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
In addition to Open House, Parent-Teacher Conference dates, and the May Conference dates, we will invite parents/guardians to meet with teachers regarding their student(s) on the designated Parent Involvement day (Tuesday afternoons) and/or attend parent workshops.	Grades PK-5	September 2014 – June 2015	Parent Coordinator, Assistant Principals, and Principal
The school will utilize School Messenger services to automatically phone parents regarding, absences, lateness, special events, workshops, and meetings as well as Back-Pack letters sent home with students in both English and Spanish.	Grades PK-5	September 2014 – June 2015	Parent Coordinator, Secretary, and Family Workers
Utilizing the allocated parent involvement time on Tuesdays, we will provide information sessions to parents/guardians to facilitate the home-school connection.	Grades PK-5	September 2014 – June 2015	Parent Coordinator, Teachers, Assistant Principals, and Principal
School leaders will maintain mutually trusting and respectful relationships with all staff, students, and families by responding to inquiries, concerns, and suggestions within a timely manner.	Grades PK-5	September 2014 – June 2015	Parent Coordinator, Teachers, Assistant Principals, and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Weekly parent workshops or individual parent meetings will be conducted and the continued use of reciprocal communication methods. Translation services, paper supplies used for notifications and phone messenger service will be utilized. Supplies will be purchased to facilitate ongoing and consistent communication to include color paper, printer ink, and copier toner utilizing Priority Focus funds (approximately \$10,000). We will also pay for the renewal of School Messenger at \$988 per year utilizing Priority Focus funds.

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.												
n/a												

Part 6 – Progress Monitoring

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

The progress, effectiveness and impact of improving family communication will include:

- Increased parent involvement in school community events/workshops
- Increased parent response on the Learning Environment survey

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?

n/a

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • Treasures Weekly and Unit Assessments in Reading and Writing • Teacher Observation 	<p>Teach reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games</p> <p>Program materials include:</p> <ul style="list-style-type: none"> • Explode the Code • Reading A-Z • Starfall • Myon • Treasures Intervention • Teacher Created Materials 	<p>Push-In/Pull-Out AIS Small group instruction</p>	<p>During the school day</p>
Mathematics	<p>Students demonstrating below grade level performance in Math who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> • GoMath! Benchmark Assessments • GoMath! Chapter Tests • GoMath! 	<p>Teach with a focus on problem solving, vocabulary, use of manipulatives, and games</p> <p>Program materials include:</p> <ul style="list-style-type: none"> • GoMath! RtI • Dreambox 	<p>Push-In/Pull-Out AIS Small group instruction</p>	<p>During the school day</p>

	Performance Task			
Science	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • CCLS aligned content specific Unit Assessments 	<p>Utilizing non-fiction test providers will teach reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities.</p> <p>Program materials include:</p> <ul style="list-style-type: none"> • Explode the Code • Reading A-Z • Starfall • Myon • Treasures Intervention • Teacher Created Materials 	Small group instruction	During the school day
Social Studies	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • CCLS aligned content specific Unit 	<p>Utilizing non-fiction test providers will teach reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities.</p> <p>Program materials include:</p> <ul style="list-style-type: none"> • Explode the Code • Reading A-Z • Starfall • Myon • Treasures Intervention • Teacher Created Materials 	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Utilizing the RtI ladder of referral protocol, students will be referred for the appropriate at-risk service.	Crisis intervention, peer-mediation, conflict resolution	Small group intervention & 1:1 Social and emotional supports are provided confidentially.	During the school day

12X195 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate		90.8%	
% Free Lunch	87.2%	% Reduced Lunch		0.5%	
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%	
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%	
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

12X195 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X195 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X195 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X195 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X195 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate		90.8%	
% Free Lunch	87.2%	% Reduced Lunch		0.5%	
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%	
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%	
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

12X195 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity • We will provide continuous professional development and support to enhance teaching methods and practices as they relate to access to grade-level instruction and achievement for students with disabilities and ELLs • We will provide support and train to use <i>engageNY</i> to create a customized learning plan to facilitate in their own professional growth

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity • We will provide continuous professional development and support to enhance teaching methods and practices as they relate to access to grade-level instruction and achievement for students with disabilities and ELLs • We will provide support and train to use <i>engageNY</i> to create a customized learning plan to facilitate in their own professional growth

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our transition plan includes, but is not limited to:

- Aligned curriculum
- Joint PD & parent involvement activities
- Sharing of records/info
- Early intervention services

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The decision making process regarding the use and selection of appropriate assessment measures and professional development provided regarding the use of assessment results to improve instruction and increase student achievement is made collaboratively between administration, staff developers, and teachers alike.

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	\$750,856	X	10, 13, 19, 22
Title I School Improvement 1003(a)	Federal	\$16,961	X	10, 13, 19, 22
Title I Priority and Focus School Improvement Funds	Federal	\$181,748	X	10, 13, 16, 19, 22
Title II, Part A	Federal	\$67,506	X	10, 13, 19, 22
Title III, Part A	Federal	\$25,932	X	10, 13, 19, 22
Title III, Immigrant	Federal	\$3,496	X	10, 13, 19, 22
Tax Levy (FSF)	Local	\$5,209,028	X	10, 13, 19, 22

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:

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

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

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

Important Note: The following funds may not be consolidated:

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

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

P.S. 195 School Parent Involvement Policy

Parents and families of students in P.S. 195 will be provided with opportunities to participate in the Parent-Teacher Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program (Learning Leaders) and accessing the services of community resources.

To encourage parents/involvement at P.S. 195, we will:

- Conduct yearly Parent Teacher Association elections for executive board members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture
- Offer parent training workshops related to:
 1. Fountas & Pinnell assessment data
 2. promotional criteria
 3. Common Core Learning Standards
 4. ELA/Math Testing
 5. Learning Leaders Volunteer programs
 6. Health/nutrition issues
 7. parenting skills
 8. stress management
 9. attendance
- Through the School Leadership Team, develop a plan for increasing the teacher's ability to effectively involve parents in their children's education
- Distribute all notices in the languages spoken by the parents
- Hold orientation meetings to present overall goals of the school, as well as specific grade and class goals (Annual Fall Back-To-School Night)
 - Provide resources for family outreach to assist and inform parents and involve them in the school community

School-Parent Compact (SPC)
SCHOOL-PARENT COMPACT

P.S. 195 School Parent / Guardian Compact

We see P.S. 195 as being at the heart of the culturally diverse Bronx community known as Soundview. Firmly based in literacy, the mission of P.S. 195 is to prepare our students to compete, flourish and achieve the high standards of excellence in the ever expanding world community. To engage all students in active and productive activities, P.S. 195 offers every student a foundation of skills rooted in reading, mathematics, and social and natural sciences. The teaching, administrative and support staff believe that all of our children will succeed at a higher level when a partnership exists among the school, home and community.

Parent Responsibilities:

- Provide a quiet place conducive to doing homework
- Set aside a specific time to do homework
- Study areas should be well-lit and well-equipped with pens, pencils, paper, ruler, dictionary, etc
- Review homework assignments to ensure understanding
- Be available to offer assistance
- Review and sign agenda book on a daily basis
- Encourage and require regular school attendance
- Maintain communication with all appropriate school staff
- Attend parent-teacher conferences
- Attend and participate in Parent-Teacher Association meetings and activities.

Student Responsibilities:

- Ask the teacher any questions about the homework
- Take home all books, materials and information necessary to complete assignments
- Complete all homework in a thorough, legible and timely manner to the best of your ability
- Attend school regularly, on time and prepared
- Respect the rights and property of others
- Review agenda book daily with your parent and be sure to have it signed

Teacher Responsibilities:

- Provide quality teaching and leadership
- Assign grade appropriate homework
- Offer positive feedback on all assignments
- Recognize that students are accountable for both their actions and their work
- Check agenda book daily to ensure assignments are entered and parents have signed
- Respect cultural, racial and ethnic differences
- Hold at least two teacher-parent conferences



Please sign and return to your child's teacher.

I _____ have reviewed and understand the School Compact with my child and we have each signed it.

Child's Name _____

Class _____

Child's Signature _____

Parent's Signature _____

Teacher's Signature _____

Principal's Signature _____

**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 12	Borough Bronx	School Number 195
School Name Public School 195		

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 Andrew Kavanagh	Assistant Principal Xiomara Fernandez/Jeff Eason
Coach Karen Guzman-Brown	Coach type here
ESL Teacher Matthew Jensen	Guidance Counselor Cindy Levine
Teacher/Subject Area Christopher Hill	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shawn Mastroianni
Related Service Provider Tara Nash	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	898	Total number of ELLs	168	ELLs as share of total student population (%)	18.71%
--	------------	----------------------	------------	---	---------------

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														
self-contained	1	1	1	1	1	1								6
Push-In	5	4	3	1	1	2								16
Total	6	5	4	2	2	3	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	132	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	132	1	0	36	0		0	0	0	168

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	132	1	0	36	0	0	0	0	0	168
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		36	51	17	31	22								157
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic														0
Haitian														0
French			2	1	1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1		1	1								5
TOTAL	0	38	56	18	33	23	0	168						

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)		9	10	1	7	6								33
Intermediate(I)		18	16	4	12	6								56
Advanced (A)		13	30	13	13	10								79
Total	0	40	56	18	32	22	0	168						

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	27	2	0	0	29
4	20	10	1	0	31
5	16	1	0	0	17
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	5	5	0	0	0	0	0	32
4	14	5	1	0	1	0	0	0	21
5	13	3	1	0	0	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- 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.
To assess early literacy skills we use the Fountas and Pinnell reading assessment system. After teachers have been informed of the assessment window to administer the running records, teachers are trained to use the NYC DOE STARS database to input their students' level of reading. Additionally, teachers maintain F & P levels in an Excel spreadsheet, which allows them to analyze student data and

monitor progress. These data assists teachers and service providers in determining appropriate instructional materials and activities. Many of our ELLs are reading below grade level and in response, we will continue to utilize previously ordered leveled books from Rigby (On Our Way to English) that are designed specifically for ELLs. The strategy lessons included with these books provide teachers with ESL techniques to explicitly teach a variety of reading and vocabulary enrichment. Within each lesson teachers are required to incorporate all four domains (listening, speaking, writing, and reading). Every classroom has been provided with a new listening center (up to eight children) to provide learning opportunities to hear spoken English and to assist our ELLs with pronunciation and reading skills. Each year two periodic assessments are administered to our ELL population. The data is used to identify the areas of deficiency within the four domains. This allows us to identify students who require additional support through increased small group instruction or academic intervention services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? The NYSESLAT data patterns across proficiency levels for students in the ESL program reveals that the majority of the students are now at the Advanced level as per the following comparable data:

Proficiency	2011-2012	2012-2013
Beginner	28%	20%
Intermediate	39%	33%
Advance	33%	47%

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of 11/15 the RNMR report is not available.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. a. On the NYS Math content area exam, the majority of the students in the ESL program fell within the Level 1 range. The scores imply that students in need to receive rigorous instruction in comprehending principles, concepts and vocabulary in the content areas. The NYS Science content area exam data revealed that students in the ESL program performed within of a Level 3.

As of 11/15 the RNMR report is not available.

b. Twice a year we assess our ELLs on the listening and reading components of the periodic assessments. This data is then provided to our teachers so they can identify students for targeted smaller group instruction. This information also provides school leadership with the insight they need to then support the ELL teachers with professional development series on effective and current ESL intervention practices.

c. From the ELL Periodic Assessment we will be able to measure student progress in English language proficiency and predict performance on NYSESLAT. Additionally, the data will provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction.

Native Language is used in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension as they transition into English proficiency.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The data collected is used to guide instruction for ELLs as recommended in the framework of RtI.

In Tier 1 (core instruction) teachers analyze assessment data to determine performance levels and use this assessment data to plan instruction. Additionally, they differentiate their instruction based on academic performance levels and the cultural background of the student.

In Tiers 2 and 3 (strategic and intensive levels of intervention) teachers identify students who continue to struggle with the academic material and require further intervention. Using a problem-solving model, the student data and the classroom instructional data is provided to the School Implementation Team (SIT) for analysis to determine an appropriate instructional plan.

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

We provide rigorous and differentiated instruction that supports language and cognitive development to meet or exceed grade level standards. We support our students with native language development through resources such as bilingual dictionaries, internet access for research, and native language support from the classroom teachers and enrichment teachers. This support is in place to assist with the transition to second language proficiency. All instruction is conducted in English with native language support. We have numerous bilingual teachers to provide native language support. Teachers have been trained in ESL strategies to scaffold information for ELLs.

Our staff provides resources to all teachers responsible for targeted instruction for ELLs. Teachers also differentiate lesson plans to meet the needs of our language learners. In extension to our daily instruction, parents of our ELLs are kept up to date with monthly parent meetings that provide parents with educational resources they will need to assist with their child's language development at home.

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.).

Reviewing data trends from current and past years we are able to evaluate the success of our programs for ELLs and make the appropriate adjustments.

As of 11/15 the RMNR report is not available.

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](#).)

At enrollment, the Pupil Accounting Secretary will contact the certified pedagogue, to conduct the initial screening procedure at registration of all newly admitted students to the New York City Public School system.

The certified pedagogue will administer the Home Language Identification Survey (HLIS) and conduct an informal interview in both English and in the native language with parent and child if the home language is Spanish or French. The Translation Unit will be contacted via phone for other native language assistance. Following the interview and analyzing the information provided in the HLIS, the student's home language (OTLE code) is assigned by the certified pedagogue. The Otle code is then entered in the designated Automate the Schools (ATS) Home Language screen by the school secretary. If the HLIS indicates that a language other than English is spoken in the child's home, the child is administered The Language Assessment Battery Revised (LAB-R) by the certified ESL teacher. If the home language is Spanish, and the student scores below the proficiency level on the LAB-R, then the Spanish Language Assessment Battery (LAB) will be administered by a certified licensed native speaking pedagogue. This exam will be used to determine language dominance and assist the school with instructional planning in providing the student with ESL or Bilingual services. This process will be completed within 10 school days of the child's entry into a New York City public school as per NYS regulation.

Chris Hill, Karen Guzman-Brown, and Matthew Jensen are trained pedagogues who are available to administer LAB-R. additionally, they each provide translation when needed in the following languages: C. Hill – English/Spanish; K. Guzman-Brown – English/Spanish; M. Jensen – English/French.

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.

Entitlement letters are sent home by the certified pedagogue to parents with students in English or in their native language notifying them of their child's LAB-R score. Additionally telephone calls are made. In the letters, parents are invited to a parent orientation conducted by the certified pedagogue. This orientation is offered during the school day. Parents view the ELL Parent Orientation DVD provided by the Office of English Language Learners that explains the three program choices available: Transitional Bilingual, Dual Language, and Freestanding ESL in their native language. Additional information and clarification is provided in Spanish or the Interpretation Unit is contacted for other languages. Additionally, translated versions of the Parent Survey, Program Selection Forms and ELL Parent Brochures are provided to the parents. After viewing the DVD, parents are asked to complete the Parent Survey and Program Selection Forms. They are asked to select the ELL Program in order of preference. If a parent is unable to

attend the orientation, they will be contacted via phone and schedule an individual ELL Parent Orientation meeting. Parent Surveys, Program Selection Forms and ELL Parent Brochures are provided to the parents in their native language. This is to ensure that parents are informed of ELL programs and have the opportunity to choose a program and complete the parent survey form. These orientations are conducted within 10 school days of the student's initial enrollment.

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

Once the LAB-R has been hand scored, entitlement letters are sent home to the parent with the student. Also, telephone calls are made to the parents informing them of the date and time that the parent orientation will be held. The parents are also informed that if a program selection form is not submitted, the default program for their child will be the TBE program. Parent Survey and Program Selection Forms are distributed and collected at the end of the parent orientation. Copies are made of the entitlement letters, Parent Survey and Program Selection Forms. They are placed in the ELL Parent Binder and secured in the certified pedagogue's classroom. Original entitlement letters, Program Selection and Parent Survey forms are placed in the student's cumulative file.

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.

During the parent orientation, the certified pedagogue provides the HLIS, the LAB-R, and Spanish LAB scores to aid the parent in choosing the best ELL program to fit the needs of the student. Program Selection forms are reviewed carefully. If a parent chooses the TBE or ESL program, we honor the parent's preferred program choice and place the student immediately in the preferred program with a full schedule. Placement letters are sent home in the native language indicating the program the student has been placed. Parent's choice is indicated in the designated EPLC screen in ATS regardless if the ELL program is not offered at our school. This is done within 10 days of enrollment. If a parent chooses a program that is not currently available at our school, we schedule a meeting with the parent and inform the parent that their choice is not available. We provide the parents with the following options:

- keep the student enrolled at our school in an ESL or TBE program. If the parent chooses this option we immediately place the child in the program and begin to service him.

- transfer their child to a different school where the parent's choice is available.

If the parent chooses the transfer option, the school must contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. Students will be temporarily placed in an ESL program as he/she awaits the transfer. As soon as the program has been determined a placement letter will be sent home to the parent. All communication pertaining to a student's placement in an ESL or Bilingual program is communicated in the parent's native language either through the Interpretation Unit or in Spanish by the certified pedagogue. All native language letters including placement letters are downloaded from the NYCDOE website in the required language.

P.S. 195 ensures that all communication with the parent is kept on file in the ELL Parent Binder along with copies of the placement letter. The original placement letter is placed in the student's cumulative file.

When a transfer student is admitted into our school, we immediately verify the student's exam history as well as the Bilingual Student Information Survey (BESIS) program participation in ATS so that the student can continue in the appropriate ELL program.

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.

To support a collaborative partnership with our parents we have planned two informational sessions for January and March to familiarize parents with the NYSESLAT and its administration; and provide resources for home study. Before testing begins, all ELL parents are provided with a list of testing dates for the test, and they are provided with literature in English (and in their native language) with tips on how to support their children at home with a well-balanced diets and suggested hours of sleep specific to each age group.

All ELLs in our school will be given the NYSESLAT annually in accordance with state guidelines. NYSESLAT parent information letters are sent home with students notifying parents of the upcoming exam. A certified pedagogue runs the RLER-LAT NYSESLAT Eligibility Report in the Automate the Schools (ATS) computer system to ensure all ELLs are administered the NYSESLAT. Prior to administering the NYSESLAT, all staff are informed of the testing windows for the administration of the NYSESLAT. Testing teachers participate in a meeting to debrief on the instructional manual, procedures related to the administration of the NYSESLAT, and to answer any questions related to the test. In our school, all NYSESLAT dates are posted so all school staff are aware of testing days and times.

The same building protocol for the NYS ELA and Math exams is instituted during the schoolwide NYSESLAT testing. We accommodate ELL students not in self-contained classes in set-up testing locations in our building. We offer the mandated five week testing window for the speaking section of the NYSESLAT. We individually test our ELLs within the Speaking component within the five week window. During this time, students are accommodated in a private area of the classroom, and we provide additional push-in support so the classroom teacher can devote the time needed to administer this assessment. In addition, our out-of classroom push-in teachers work with the classroom teachers to set-up a schedule for testing. Out of classroom ELLs are also testing and accommodated in a secure testing area with a licensed ESL teacher

We reserve an additional two week window for the remaining three components of the NYSESLAT. We offer weekly make-up dates to ensure we test students who were not present during a testing day. The listening component is administered in one day, the reading component is administered on the next day, and the writing component is administered the third day, and follows a Monday -Thursday listening, reading, and writing . Our students are tested only in the morning. Make-up dates are scheduled for the Monday and Friday of the week, and the third week is dedicated to provide any make-up exams prior to submitting our results.

Two of our out-of-classroom ESL teachers begin administering the Speaking section of the NYSESLAT on the start date to ensure that all students are tested. For the Listening, Speaking, and Reading sections, three mornings are blocked off the first week of the testing window for school-wide NYSESLAT administration. All students with IEPs are accommodated with appropriate testing modifications and settings. Afternoons of the first week and the entire second week are devoted to make-up sessions for absences. Testing regulations are strictly adhered to.

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. 
- The data indicates vast majority of families in our community prefer the freestanding ESL program. At present we have not received the 15 requests necessary to open a bilingual or dual language class across two contiguous grades. We will provide these programs when there are sufficient parent requests. At present, the following numbers are representative of our ELL population at PS 195:

Twenty-seven of our Kindergarten ELLs are in a self-contained ESL class.

Twelve of our Kindergarten beginner ELLs are entitled to 360 minutes of push-in ESL instruction per week.

Twenty-five of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Twenty-four of our first grade ELLs are in self-contained ESL classes.

Fifteen other first graders receive push-in ESL services.

Twelve of our first grade ELLs are entitled to 360 minutes of ESL instruction per week.

Twenty-seven first grade ELLs are entitled to 180 minutes of ESL instruction per week.

Thirty of our second grade ELLs are entitled to 360 minutes of ESL instruction per week.

Twenty-six other ELL second graders are entitled to 180 minutes of ESL instruction per. These students include ELLs in special education classes.

Thirteen of our third grade ELLs are entitled to 360 minutes of ESL instruction.

Five of our ELL third grade ELLs are entitled to 180 minutes of ESL instruction.

Thirteen of our fourth grade ELLs are entitled to 360 minutes of ESL instruction with a bilingual certified teacher onher way to ESL certification.

Nineteen of our fourth grade ELLs are entitled to 180 minutes of ESL instruction.

Nine other fourth grade ELLs receive push-in ESL services.

Thirteen fifth grade ELLs are in a self-contained ESL class.

Nine other fifth grade ELLs in special ed receive push-in ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We offer a variety of organizational models to fit the needs of our ELL students. We offer one self-contained ESL class in each grade (K - 5) that receives 360 minutes of ESL instruction. In addition to this, each grade also has at least one class that has intermediate or advanced ELLs who require 180 minutes of ESL instruction from push-in teachers.
 - b. We offer a block schedule for all of our students, including ELLs. At any time, we do not have our students travel together to receive pull-out services. Our self-contained classes are grouped heterogeneously, with the majority of students being beginner ELLs, with a mixture of intermediate ELLs. We strive to not pull-out any of our ELLs for services, unless it is a matter related to assessing. Our remaining classes that receive ESL push-in services from an ESL teacher are also grouped heterogeneously. We do not promote homogeneous grouping for our ELLs in our school. We organize our rosters so that ELLs can be exposed to a variety of learning experiences through student interaction. The students who have received ESL services for one year or less are placed in an ESL self-contained class (not monolingual classes) and often receive additional small group instruction.

The daily instruction in the self-contained classes incorporate ESL strategies and best practices throughout the day in all content areas.

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

The English as a Second Language program will be effective by maintaining consistency in content area learning with a focus on literacy and language development. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated English as a Second Language (ESL), and English Language Arts (ELA) Common Core Learning Standards and the core curriculum. The mandated language instruction for English as a Second Language will comply with Part 154 of the Commissioner's Regulations (CR Part 154).

Students in participating in the ESL program will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations, and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies. There will be common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA.

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.

Licensed teachers implement ESL strategies aligned to the New York State common core standards to promote academic success. Academic instruction at P.S. 195 follows the workshop model across curricula, which is well adapted to the needs of our ELLs. It offers the opportunity for heterogeneous small-group instruction, modeling, and cooperative learning groups.

We emphasize the development of oral language through explicit vocabulary exposure and a literacy rich environment. Beginner students are given opportunities to listen to the spoken language of English through group activity so they are exposed to a wide range of different language and literacy skills. Through comprehensible input, our ELLs are given the base for the information they need with selected key vocabulary to build their oral language development. Through context clues, building prior knowledge, cultural connections, visual interpretations, we build on their language and oral development so that they can attain the academic vocabulary within the content presented. Our ELLs are not limited only to content based vocabulary, it is integrated cross curricula, and used multiple ways over extended periods of time; This includes merging science and social studies within the literacy blocks so that students have continuous and consistent exposure to the content, and vocabulary usage through reading, writing, listening, and speaking. This is all supported by the newly implemented C.A.F.E. model and Daily Five Routines, which include read to self, read to someone, listen to reading, word work, and work on writing. The C.A.F.E common core aligned menus ensure students are developing various strategies in comprehension, accuracy, fluency, and expanded vocabulary.

Ongoing adjustment of instruction is a key component of our instructional approaches. Teachers closely monitor student progress to modify instructional practices for all of our ELLs. Through this method, teachers are able to differentiate their lessons to meet the language needs of their ELLs. Through differentiation, teachers modify texts by selecting different levels of literature on similar content. Text complexity is scaffolded for our beginner to advanced ELLs. Teachers model oral reading, and students also participate in shared reading.

As mentioned before, academic vocabulary is attained through interactive learning practices. With SMART BOARD technology, we work with our ELL students to show them real-world information on the content they are learning about. We promote small research based projects (resources provided by the teacher) to combine oral, research, vocabulary and written exposure to the English language. Through these practices we are able to foster the development of the English language so that our ELLs can attain proficiency in English over a period of time. These instructional methods are sustained school-wide for our ELLs. Through these practices, we foster the development of the English language to promote proficiency in English.

In mathematics, we provide our ELL students the learning opportunity for active participation. Through discussion and explaining our ELLs can understand mathematical problems before they are solved. Our ESL teachers provide real-world mathematical experiences so that ELLs can represent, reason, make conjectures, and construct arguments in math. Our ELLs (beginner to advanced) have multiple opportunities to apply reading, written and the spoken application of the English language. ELLs participate in mathematical discussions as they learn English. Our ELLs have access to technology, teacher created materials, manipulatives, and supplemental resources to enhance their learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Though we have Spanish LAB on file, we do not have the adequate personnel to evaluate everyone in their native language at this time. We are presently in the process of hiring more ESL pedagogues.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Before the beginning of the new school year, we analyze the NYSESLAT results as a base to monitor growth in the four domains. As the year progresses we use data from conferencing, ELL periodic assessments, teacher created materials, and formal assessments (designed to assess the four domains of English) to evaluate the English acquisition.
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).

Instructional plan for SIFE students includes providing rigorous curriculum with technological support, intensive academic literacy instruction in the student's first language (L1) and second language (L2) with the use of word for word glossaries and when possible direct translation. SIFE students are also provided intensive ESL instruction is provided. Additionally, teachers of ELLs are provided with various professional development opportunities. The ESL teacher along with the classroom teacher discusses and plans collaboratively to meet the need of individual students and/or groups utilizing the RtI model. Differentiation for SIFE students will consist of small group instruction, which includes explicit instruction in an age appropriate manner of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with the use of high interest materials. Additionally, various strategies will be utilized to include, but not limited to activating prior knowledge, providing a print rich environment, hands-on learning so students are physically involved, checking periodically for understanding, use of teacher created materials and assessments, visuals and graphic organizers, as well as building the native language content and literacy instruction in order to develop English proficiency.

ELLs in the United States less than three years (newcomers) will be provided differentiated instruction (Tier 1) using the following strategies:

- Simplified sentence structure
- Give step-by-step directions
- Use of visual and concrete supports
- Picture books and picture dictionaries
- Provide scaffolds and Total Physical Response
- Hands-on activities
- Develop background knowledge
- Use of pattern/predictable books
- Books with pictures cues that correspond to text
- Peer-buddy of the same native language

ELLs receiving services 4 to 6 years will be provided differentiated instruction (Tier 1) using the following strategies:

- Providing a print rich environment
- The introduction of new concepts via essential academic vocabulary using vocabulary journals, word webs, and word walls.
- Providing multiple opportunities for peer-to-peer interactions as they learn content and develop the use of academic language in speaking, listening, reading and writing.
 - Using a variety of activities and tasks to check for understanding when completing reading/writing journals, quick-writes, during guided reading, and think-alouds.

Long-Term ELLs receiving services in excess of six (6) years and have not responded to specific Tier 1 instructional strategies will need more intense support. Tier 2 interventions to include small-groups and/or one-on-one tutoring interventions may take place with an AIS teacher as a push-in model. These sessions will vary depending on the intervention plan. The duration of the Tier intervention may also vary depending on the skill being mastered. Differentiated strategies for Long Term ELLs will consist of small group instruction with explicit lessons in reading comprehension strategies, modeling, graphic organizers, think alouds to model comprehension strategies, and daily read alouds.

SIFE, ELLs receiving services 4-6 years, and long term ELLs are invited to participate in an extended day program, Academic Intervention Services (AIS) and both afterschool programs, Targeted Intervention or Language Power. These programs are also open to all ELL subgroups.

Former ELLs will receive two years of transitional support by the ESL teacher. This will consist of small group differentiated instruction. They will also receive all ELL testing accommodations which include extended time, word for word glossaries and translated editions for the content area exams. Former ELLs are invited to participate in our extended day program as well as our Saturday Academy.

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?

All Special Education students are exposed to the same rigorous academic programs and are given both grade level and functional level instruction.

The instructional strategies and grade-level materials used by teachers of ELL-SWD are aligned to the Common Core Standards and provide access to academic content areas and accelerate English language development via the CAFÉ Model exposes students to various domains through reading, writing, listening and speaking. Each domain encompasses content area topics to

include science, social studies and the arts. The domains allow for accountable talk and academic language development. The CAFÉ Model supports the instruction of English language skills. Additionally, during small group instruction teachers utilize the current program to accelerate the reading development of struggling students such as our ELL-SWDs.

Students are afforded several opportunities to utilize classroom libraries, which are leveled and organized by various genres. They are exposed to grade appropriate literature, which are used as mentoring text. Science and Social Studies research based curriculum programs by Harcourt and Go Math have an embedded ESL/ELL component and differentiation strategies to support ELL-SWDs.

Instructional strategies will include visual aids, realia, manipulatives, Total Physical Response. Teachers also take into account students' learning styles and multiple intelligences to differentiate in the classroom and small group instruction.

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

P.S. 195 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by providing a rotating cluster schedule to expose all students to art instruction, and physical education. This flexibility in scheduling has been used to pair general education classes with special needs classes to receive physical education together each week. Technology is also integrated within our daily instructional time. Teachers provide differentiated instruction to meet the needs of individual students with the use of visuals, auditory and tactile approaches. The materials that are used in content areas are adapted and modified by the teachers to meet the accommodations that are specified in a student's IEP or 504 plan as well.

To ensure that ELL-SWDs receive all services our IEP Facilitator reviews each IEP and compares that data to that of the Projected Register Report. Related Service Providers and ESL teachers are given the opportunity to review each IEP for students requiring mandated services. They then work with other service providers to create schedules to ensure students receive the mandated ESL instructional minutes. Teachers are then required to call the Interactive Voice Response (IVR) system record their first attend dates. Subsequently, service providers record progress in the Special Education Student Information System (SESIS).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

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

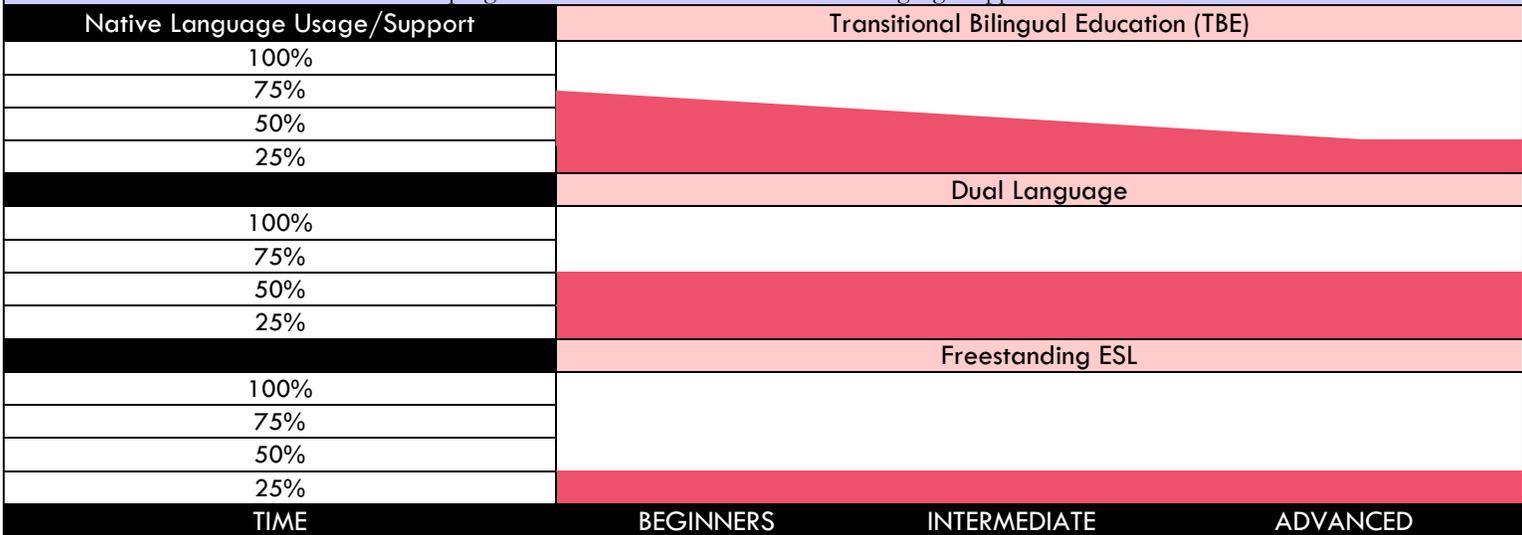
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention programs utilized during the mandated school day include Fountas & Pinnel Intervention, and On Our Way to English. We also provide school-wide extended time for our students. Within each classroom every 10 students is assigned one classroom teacher to target math and literacy skills three days out of the week for a period of 38 and 1/2 minutes. Based off student performance, IEP status, and ELL status, we have tailored academic intervention programs year-round.

To continue our intervention services we identify students who are performing below grade level based on running records and math assessments as well as formal and informal assessments. These results assist in identifying students that require supplemental support. Two of our intervention programs run for eight months of the school year. One of those programs is the ELL Afterschool Program. In this program our ELLs are grouped homogenously according to their proficiency level and grade band; therefore classes have a range of different grade levels. All students have been placed based on NYSESLAT results.

We utilize materials specifically tailored to immerse our ELL students in the four domains of the English language.

We continue this support for our ELLs with a Saturday academy program, and we also extend these programs into the summer for year-round intervention to our ELLs, SWD ELLs, IEP, and mainstream students. Our intervention programs are tailored to meet the needs of our beginner, intermediate, and advanced ELLs.

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

We noticed a growth in our students who attained proficiency in the English language based on NYSESLAT results (Spring 2013).

We will continue to support our ESL teachers in the methodologies and practices written in Part A, question 3.

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

At this time we will continue to offer the aforementioned programs allow for growth and consistency.

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

No programs will be discontinued.

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

All ELLs are afforded equal access to all school programs. ELLs participate in gym, music, school trips, monthly award assemblies, holiday shows, and extra curricular activities. ELLs will participate in our Extended Day program.

All ELLs are invited to participate in Afterschool and Saturday Academies. The goal of the ELL Language Power, Targeted Intervention and Saturday Programs are to provide instructional opportunities for ELL students, who are at risk; who have the potential of becoming long-term ELLs; or did not score proficiency on the NYSESLAT.

The goal of the Saturday Academy is to provide extracurricular support in Reading, Writing, and Math.

Letters are sent home inviting parents to apply to either program; however the certified pedagogue and the Parent Coordinator work collaboratively to ensure that ELL students apply to the most appropriate program.

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

All Classrooms have Smart Boards, leveled classroom libraries, and bilingual dictionaries. The ESL programs we work with have book sets in several genres at each level. All ESL classrooms are supplied with Level libraries from Rigby's On Our Way to English. Language and literacy development support is delivered through the use of our literacy program, Treasures along with the CAFÉ model. The instructional materials utilized in the content area are: social studies textbooks by Houghton-Mifflin, Harcourt science and content area libraries. Support materials such as dictionaries, glossaries and native language glossaries are provided in all programs. Technology has also been incorporated into every classroom.

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

Over ten of our teachers are bilingual in Spanish and one speaks French. They provide essential language support when necessary including translation and scaffolded support.

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

All required services a resources provided are grade appropriate. All ELLs have access to the resources that are provided for other classrooms within their grade level. Through differentiation, ESL teachers and ESL push-in teachers provide appropriate

resources and teacher created materials according to proficiency level of their students.

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.

At spring pre-registration workshops staff reaches out to parents to provide details about the parent choice process and the various option available to them. Bilingual office staff is present to assist with this process. During the year the parents of newly enrolled students meet with an ESL provider via translation to ensure a smooth transition to our school. The students may have some initial individualized instruction to support their adjustment to the classroom

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

The professional development plan will help to provide sensitivity training and knowledge of ESL methodologies, and explore new quality teaching approaches that are aligned to the Common Core Learning Standards to staff members in order to create a positive environment for our ELL population.

This year we are working with a State Ed. specialist who will provide weekly professional development in an effort to assist our teachers in providing researched based instructional strategies to support our English Language Learners and Students with Disabilities. Topics that will be offered are inclusive but not limited to the following; NYSESLAT data analysis, Using NYSESLAT and state ELA findings to determine sub-skill focus , Instructional strategies aligned to the CCLS, as well as Co-teaching and planning.

Staff will be supported by school leaders and guidance counselor by collaborating with school stakeholders by advocating for programs and services that positively impact student success. They will also develop prevention and intervention services in the areas of personal, social-emotional development, and academic advancement, which are aligned with school counseling ethical standards and school leadership standards for education.

To assist ELLs as they transition for elementary to middle school, the Parent Coordinator and Social Worker will receive training in the Student Enrollment Management System (SEMS) to ensure all student data is entered in a timely manner and are applying to middle school that offer the appropriate ELL program.

Teachers must be provided with high-quality, sustained staff development in academic language scaffolding strategies. Specialized personnel will train teachers in ESL strategies, methodologies, and first and second language acquisition. We will provide the 7.5 hours of ELL training as per Jose P. for all common branch teachers, administrators and the Parent Coordinator.

Special Education teachers will receive the mandated 10 hours of ELL training.

Attendance record (signature page) will be maintained in the designated ELL Compliance Binder secured by the ELL Coordinator. Teachers are also encouraged to attend workshops given by the Office of English Language Learners.

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?

In addition to providing information to families concerning the ELL program selection process, we offer parents of our English Language Learners multiple opportunities throughout the school year to support their children's academic needs through parent workshops. We offer parent surveys to inquire about what kind of support ELL parents would like to see in our school. The ESL coordinator also works with teachers to provide parents with educational workshops specific to the curricula needs of their child. To ensure the home-school connection we offer translation in both English and Spanish via in-house staff or utilize translation services when needed.

The Parent Coordinator in collaboration with the Parent Association will provide content area workshops for parents that will strengthen that home-school partnership. We participate in outreach services and events with our community councilman. This year we are also working with external resources such as Good Shepard Services, Cornell University Nutrition, FDNY and the United Federation of Teachers union to provide workshops and training for parents at no cost to the school. ELL parents are invited to participate in all workshops, where we will provide translation services.

Adult ESL class is offered at the same time as our after school programs for children. The adult ESL conversation classes meet three days a week for 2-hour sessions. The main focus is developing English spoken language skills, literacy, and vocabulary based on materials from Pro Lingua Associates including "The Sanchez Family" and "Where in the World." Active participation is encouraged and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English and to give them a better idea of how English language material is being presented to their children.

To supplement the ELL workshops, ELL parents are invited to attend the parent association meetings held monthly. In collaboration with community organizations, ELL parents are offered health and nutrition workshops, anti-bullying courses, and a variety of other topics. The ESL coordinator is available to offer translation services. Parents are invited to celebrate and participate in school-wide events such as Movie Night, Ballroom Dancing, Gymnastics performances, Cup Stacking Competitions, etc.

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.

In addition to the above written support services for ELL parents and ELL students, we provide opportunities for ELL parents to have access to the academic progress of their child 5 times out of the school year through progress reports (3 times) and report cards (2 times). We also provide our ELL parents with informational workshops to assist them with access to ARIS. ELL parents are provided with NYSESLAT scores and a workshop is provided to explain the modalities. As written before, parents are also trained and supported with educational resources prior to the NYSESLAT.

The ESL coordinator is available to meet with ELL parents and offer individualized support.

Part VI: LAP Assurances

School Name: P.S. 195

School DBN: 12X195

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Kavanagh	Principal		11/15/13
Xiomara Fernandez	Assistant Principal		11/15/13
Shawn Mastroianni	Parent Coordinator		11/15/13
Matthew Jensen	ESL Teacher		11/15/13
	Parent		1/1/01
Christopher Hill/ESL	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Karen Guzman-Brown	Coach		11/15/13
	Coach		1/1/01
Cindy Levine	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Tara Nash	Other <u>IEP Facilitator</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X195 School Name: P.S. 195

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Surveys, the blue emergency contact cards at initial registration, as well as the ATS Home Language Report (RHLLA) we found a need for communication to parents to be disseminated in languages other than English. Many parents need someone to interpret for them in several situations, specifically when parents are meeting with their child's teacher, during school meetings, workshops and home contacts, as well as written communications.

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.

According to our data, we found that the breakdown of languages spoken by parents includes the following numbers: 432 Spanish, 3 Bengali, 1 Chinese, 5 French, 10 Fulani, 1 Slovak, and 2 Soninke. Other than Spanish, parent letters and notifications sent home or posted within the school need to be written in parents' native languages. Additionally, oral communication, via school visits as well as telephone, need to be addressed. These findings will be shared within our school community during our School Leadership Team meetings. Our parent constituents will turnkey this information at Parent Involvement Activities. This information is also available online in our school's CEP.

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 provide written translation of all parent letters. Posted communication such as monthly school calendars, Mission Statements, Discipline Codes, and parent workshop schedules will be written in languages other than English. Written information given at Open House, Orientations, and PTA meetings will also be in the languages common to P.S. 195. In addition, information about after-school programs and services will be translated by the appropriate personnel. This will help to encourage parent participation in school activities.

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.

We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences, general parent orientations, PTA meetings and workshops provided by Parents Association and/or school staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is available at the school level. There will also be personnel assisting at the front desk, in the main office and in classrooms as well. Additionally, P.S. 195 will utilize the Department of Education's Language and Interpretation Unit.

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>.

P.S. 195 will continue to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services available at the school level. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language when possible. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 195</u>	DBN: <u>12X195</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III funds will provide supplementary instruction for ELLs during our afterschool ELL Excellence Program. The program will target all ELLs in grades 1-5, specifically targeting students who did not score proficiency in the LAB-R or NYSESLAT. It will also provide additional instructional opportunities for ELLs who are at risk, or are potential long-term ELLs not meeting the mandated improvement; nor have acquired language proficiency. Educational activities will include the use of Literacy and Mathematics. The program will include an oral language development component, and extensive writing activities to improve comprehension and writing skills.

The program will be offered to all identified ESL students including Special Education students according to NCLB to help students attain English and math proficiency in grades 1-5.

We propose to implement an afterschool program beginning in January of 2015 and extending into the Spring of 2015. The program will be in effect for a time period of 19 weeks (January 7 - May 28, excluding spring break). The program will be held 2 days per week and in 2 hours sessions. The days of service are Wednesdays and Thursdays from 2:30 - 4:30 pm on both days.

Instruction will be provided in English.

Our four highly qualified licensed ESL or Bilingual teachers will provide instruction. Students will be grouped homogeneously according to their NYSESLAT level of progression (Entering, Emerging, Transitioning, Expanding and Commanding).

Supplemental resources to be used will be Language Power, Discussions 4 Learning, and Targeted Mathematics Intervention. The materials will be purchased under Title III funds

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Title III Professional Development program at P.S. 195 will provide diversity training and knowledge of ESL methodologies, as well as explore the newest approaches to staff members in order to create a positive environment for our ELL population. It will provide high quality, sustained staff development.

Professional Development will be provided to teachers and staff members who service our ELL population.

Our CFN Network will provide three (3), five (5) hour sessions in an ELL Support Series titled: Constructing Deep Understanding with ELLs through Collaborative Academic Conversations scheduled for November 21, December 19, January 23. Mr. Matthew Jensen is scheduled to attend.

During this series participants will:

- engage in ways to develop student-to-student discourse to promote language development
- develop pedagogical moves that support students co-creating disciplinary knowledge and
- develop implications for refining curriculum and lesson plans

Amanda Gardner, ELL Achievement Coach and Laura Cavigliano, Special Education Achievement Coach, from our CFN network will facilitate the aforementioned ELL Support Series.

The following professional development topics will be offered to support best practices for ESL methodologies:

Unpacking the NYSESLAT

November 4, 2014

8:00 - 11:00 am

Provider: Matthew Jensen

Audience: ESL Teachers

Writing for ELLs

Various Dates in October, November, December, January

2:30 - 3:40

Provider: Matthew Jensen

Audience: ESL Teachers and any staff who need support

Creating an Engaging Learning Environment for ELLs

February 9, 2015

2:30 - 3:40

Part C: Professional Development

Provider: Karen Guzman-Brown

Audience: ESL Teachers and any staff who need support

Supporting Academic Vocabulary for ELL students

January 26, 2015

2:30 - 3:40

Provider: Karen Guzman-Brown

Audience: ESL Teachers and any staff who need support

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:

At P.S. 195 we understand that communication with parents plays a pivotal role in the home-school relationship. We offer translation and interpretaion services to meet the community needs. To sustain this committmen, an Adult ESL program will be provided by a certified ESL Teacher (Matthew Jensen) beginning the same week the ELL Excellence Program begins. The program will be in effect for a period of 19 weeks, from January 7, 2015 - May 28, 2015. The days of service are Wednesdays and Thursdays from 2:30 - 4:30. Participants of the program will meet for a total of 38 sessions.

In addition to our ESL adult program, we offer workshops and trainings for parents. Our ESL/Instructional coach and ESL teachers will collaborate with the parent coordinator to faciliate a series of informational workshops geared towards parents of ELL students. Tentaive workshop titles include:

Supporting Learning at Home

Rationale: To support parents with academic resources for academic support that aligns to the curriculum.

Date: January 27, 2015

Time: 2:30 -3:30

Audience: ELL/SP.ELL parents

Unpacking the NYSESLAT: A Parent Guide

Rationale: To unpack the the NYSESLAT for parents to support their children prior to the NYSESLAT

Dates: Feb. 10, March 10, March 24

Time: 2:30 - 3:30

Audience: Parents of students will take the NYSESLAT

Part D: Parental Engagement Activities

Talking with Youth about Bullying

Rationale: To educate parents on the topic of bullying

Date & Time: At this time the reservation has not been made; Tentatively scheduled for the Spring of 2015.

Supporting Your Child in Math

Rationale: To provide resources and offer support to ELL parents in their first language.

Date & Time: February 3, 2014

Time: 2:30 -3:30

Audience: Parents of ELLs and Sp. ELLs

Resources to Support Home-School Learning

Rationale: To provide resources and academic support that align to the school's curriculum.

Date & Time: Every last Tuesday of the month; 2:30-3:30

Audience: Parents of ELLs and Sp. ELLs

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> 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. 	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____