



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

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>10X310</b>
<b>School Name:</b>	<b>P.S. 310 MARBLE HILL SCHOOL</b>
<b>Principal:</b>	<b>ELIZABETH CARDONA</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 310 Marble Hill School School Number (DBN): 10X310  
School Level: Elementary Grades Served: Pre-kindergarten – 5<sup>th</sup> Grade  
School Address: 260 West Kingsbridge Road, Bronx, NY 10463  
Phone Number: 718-796-9434 Fax: 718-796-9528  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Elizabeth Cardona  
UFT Chapter Leader: Madelyn Vargas  
Parents' Association President: Margarita Hernandez  
School Leadership Team  
Chairperson: Maria Colon  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 01 Cluster Leader: Douglas Knecht  
Network Number: 109 Network Leader: Maria Quail

## 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)
Elizabeth Cardona	*Principal or Designee	
Madelyn Vargas	*UFT Chapter Leader or Designee	
Margarita Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Colon	Member/ Teacher	
Caralyn Hickey	Member/ Teacher	
Mairenis Cruz	Member/ Teacher	
Aida Calle	Member/ Teacher	
Cenylet Morales	Member/ Parent	
Yasiris Rodriguez	Member/ Parent	
Yolanda Ocampo	Member/ Parent	
Julie Fernandez	Member/ Parent	
Nikaury Rodriguez	Member/ Parent	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The P.S. 310 mission statement is based on its belief that all children can and will learn. We value each student, parent, staff member, business and community member and are respectful of each other's differences and build on each other's strengths. The school is committed to the belief that the learning and growth of each individual child will be the focus of all activity within the school community. P.S. 310 In partnership with parents, students and staff, in respecting the needs of each individual student, will:

- Provide a safe, nurturing, child-centered environment.
- Expect students to achieve high academic standards through a challenging integrated Common Core aligned curriculum.
- Recognize that the home/school connection is vital to the success of our children.
- Be dedicated to the development of our children as productive and thoughtful learners who will become responsible, literate members of a global society.

P.S. 310 is located in the northwest section of the Bronx in District 10. Our school population is 86% Hispanic, 10% Black and 4% other. Approximately 20% of our students are English Language Learners and 20% have Special Needs. The school has an enrollment of 775 students in grades Pre-K-5. Our school is divided into the following four mini-schools:

- Early Childhood Center (E.C.C.) is committed to providing a child-centered, early start program for Pre-Kindergarten through first grade students that will develop students' social/emotional, academic and physical skills. Through an integrated curriculum rooted in language development, students will develop readiness skills to become confident learners. Students will be engaged in experiential and hands-on activities that promote thinking and build independence and students' love of learning.
- Achieving Reading Together Through the Arts (A.R.T.) promotes the theme of language and literacy through the arts and sciences. Through an integrated curriculum rooted in literature, students develop the ability to become creative learners and critical thinkers. By connecting literature with the arts, math and science, students learn the skills of reading and writing and use them to develop the life-long process of communication.
- Science and Literacy Academy (S.L.A.) promotes science inquiry where students can initiate short meaningful projects or long term inquiry of the world around them. The science curriculum is integrated with our literacy program in which students develop literacy through a holistic approach. The link with hands-on science inquiry, cooperative learning groups and technology helps to develop critical thinking and problem solving skills.
- Math and Literacy Together (M.A.L.T.) which is committed to providing a child-centered reading, writing and mathematics program that supports problem solving and critical thinking skills. In the MALT Academy teachers provide mathematical instruction that utilizes hands-on instructional strategies and activities that promote thinking and reasoning. Students enjoy mathematics as they build confidence and develop better understanding of mathematical ideas and concepts.

We have a strong commitment to providing our students opportunities to engage in varied arts activities during and after school. To support us in the area of arts, we have cultivated the following long term collaborations:

- Puppetry in Practice—Students create books aligned with our literacy curriculum
- Making Books Sing—Students create dramatization of books
- Theatre Works—Theatre productions of classic stories
- Midori and Friends—After school violin and guitar program
- Ballet Tech—Selected students participate in ballet instruction

In addition, we have also collaborated with the following organizations for professional development for our staff:

- Tequipment – Technology Professional Development
- Evolution – Literacy Consultant
- Center for Applied Linguistics – Consultant to train staff on SIOP (Sheltered Instruction Observation Protocol) strategies to support English Language Learners.

We have also had a long term partnership with Target, a community-based business that has provided free books and has hosted holiday activities for our students and families.

We continue to try to motivate our school community by providing supplemental activities to further our school mission. The following are other special initiatives that we have implemented:

- Monthly varied parent workshops
- Saturday parent ESL class
- Teleconferencing activities tied to Social Studies or Science Curriculum
- Academic/Saturday after school programs
- Pre-K Kinder-Music (Home/School Music Program)
- Introduction to live Theatre Productions
- Reading Olympics (School Wide Reading Incentive Initiative)

At P.S. 310 we are proud of the systems that we have developed in the area of teacher collaboration and professional development. We have provided teachers with four opportunities in the week to meet within their grade or across grades to work on curriculum. As a community of learners, we continue to seek to improve our instructional practices and resources through our collaborative culture. During each unit of study, we are engaged in reflective practices to refine our work. This year we are working to promote shared leadership through teacher driven professional development and the continued development of inquiry teams. Our yearly professional development plan helps us to ensure that we have aligned our professional development to further address recommendations outlined in our DQR. (Developing Quality Review) and DTSDE Tenets (Diagnostic Tool For School and District Effectiveness). We are also proud of our comprehensive teacher feedback system, which include frequent observations and learning walks that allow teachers to receive individualized timely actionable feedback, using the Framework for Teaching. Our Respect for All Initiative has ensured that we have an aligned vision on how to meet the social/emotional needs of our students so that they can be academically/socially successful.

During the last few years, we have worked to implement the Common Core Standards and have significantly progressed in implementing the Common Core Shifts in our curriculum. In our classrooms we have seen an increase in students reading complex non-fiction texts, as well as an increase in students responding daily to literature. For the academic year 2013-14, we saw a 3% increase in students meeting performance levels on the State English Language Arts Test. (This was an increase from 14.1% to 17.1 % in 2014.) In addition, we have worked on increasing students' engagement in problem solving through the use of rubrics aligned to the Common Core mathematical practices. In mathematics for the academic year 2013-14, we had a 9% increase in students meeting performance level on the State Math Test. (This was an increase from 23.8% to 33% in 2014.) Overall, this was a significant progress in comparison to the city wide data.

For the 2014-15 academic year, we are working diligently to increase rigor in our instructional practices school wide, with a focus on increasing students' critical thinking skills. In literacy we have been working to deepen our questioning and discussion techniques in order to increase students' ability to participate in text-based accountable talk in all content areas. Furthermore, we are supporting students to use rubrics in reading and mathematics to evaluate their work in order to further improve the quality. We continue to embed problem solving tasks and writing tasks with rubrics in each unit to support this goal.

One area that has been a continuous challenge for us has been ensuring that assessments are used to provide targeted feedback to students. This was a major recommendation in our DQR and our DTSDE recommendations. Another recommendation in our DTSDE feedback was to continue to use the Teacher Framework to deepen instructional

practices with particular attention to moving effective teacher practice to highly effective. In addition, we will work to increase the integration of technology to support differentiation and closing the achievement gap for a variety of learners.

## 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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
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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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X310 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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	93.4%	% Attendance Rate		92.1%
% Free Lunch	93.9%	% Reduced Lunch		4.4%
% Limited English Proficient	18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.3%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	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		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 10X310 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	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		93.4%	% Attendance Rate		92.1%
% Free Lunch		93.9%	% Reduced Lunch		4.4%
% Limited English Proficient		18.6%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.1%	% Black or African American		9.3%
% Hispanic or Latino		85.7%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White		3.1%	% Multi-Racial		0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		7.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		9.79
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		16.4%	Mathematics Performance at levels 3 & 4		32.8%
Science Performance at levels 3 & 4 (4th Grade)		89.2%	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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
Economically Disadvantaged		YES			
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		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
Economically Disadvantaged		YES			
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		N/A
Economically Disadvantaged		YES			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

A review of all feedback received last year indicated that we need to continue to strengthen teacher feedback to students as reflected by our Developing Quality Review, DTSDE recommendations and our Superintendent’s visit. As recommended in our DTSDE, “We need to continue to look at strengthening teacher feedback to students that is explicit and based on data that facilitates students taking ownership of their own learning through the use of rubrics, self-assessment and self-reflection.” This was also evident in our DQR feedback which stated the following: “Strengthen teachers’ assessment practices to consistently reflect effective feedback resulting in instructional adjustments at teacher team and classroom levels with clear next learning steps to improve student outcomes for all students.” (2.2)

Upon reviewing Tenet 3, statement of practices 3.2, 3.3, 3.4 are areas that we have strengthened in the last few years. Unit plans and lessons are aligned to meet the Common Core Standards and teachers work collaboratively during scheduled structure meeting times throughout the week, to ensure coherence on the grade. Regarding statement of practice 3.4, we continue to work on incorporating the technology in a consistent integrated manner throughout the complex. We look to further grow in statement of practice 3.5, with particular focus on the use of assessments and analysis to more strategically meet the needs of students. Our goal is to encourage self-assessment practices in reading, writing and mathematics for all students, including Special Needs students and English Language Learners. Teachers will support students in this effort by using assessment information to conduct specific, timely conferences with students to provide feedback and help students develop self-assessment skills and greater independence.

## 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.

School leaders will ensure that all teachers are involved in the implementation of Common Core Standards with a focus on robust assessment practices in reading, writing and mathematics. By June 2015, all students including ELL's and Special Needs students will be engaged in self-assessment through the use of rubrics, checklists and goal setting supported by teacher feedback.

- It is projected by June 2015, there will be a 20-30% increase on reaching benchmark on Teachers College Reading and Writing Project (TCRWP) assessments and/or an equivalent of one year's growth.
- By June 2015, 60-65% of students will perform at or above grade level on published portfolio pieces.
- By June 2015, students will model, reason abstractly and persevere in problem solving. This goal will be measured by 60-65% of students performing at a level 3 or 4 on the math end line.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>In an effort to increase rigor throughout our curriculum we continue to focus on the use of assessments to provide more strategic instruction aligned to the Common Core Standards. In the area of reading teachers continue to further implement guided reading practices using TCRWP assessments to provide targeted instruction using the <u>Leveled Literacy Intervention Program</u>. This year, students will be encouraged to utilize the TCRWP assessment retell rubric to peer assess oral retells after independent reading. Also, teachers will continue to guide students to access complex text by implementing reciprocal reading and close reading practices. By way of encouraging text-based discussions, teachers will help students develop their critical thinking and analytical skills. To provide more time for group discussions, our flow of the day time frames have been modified. Furthermore, we have implemented the <u>Wilson Foundations Program</u> to provide Tier I Reading Intervention to our Kindergarten students.</p> <p>In order to improve student outcomes we continue to work at building students' writing skills with the use of rubrics. Students will be supported during writing conferences to use rubrics to set goals to improve the quality of their work. The objective would be to encourage student self-assessment and increase student</p>	Whole school	September 2014 to June 2015	Administrators, coaches and teachers

<p>independence in the learning process.</p> <p>In order to increase rigor in mathematics we are focused on developing students' mathematical practices. Specifically, we are helping students to reason abstractly and persevere in problem solving. To support our students' problem solving skills, we are implementing Math Exemplar problems within our Math Block.</p> <p>To increase rigor, we look to continue implementation of goal setting practices during conferences with the use of student friendly Math Exemplar rubrics, genre specific writing rubrics and teacher created checklists.</p>			
<p>ESL teachers will analyze student work to inform instructional next steps using New Language Progressions and/or the writing continuum. Teachers continue to work collaboratively to design tasks with multiple entry points with special consideration to our ELL and Special Needs students. We will continue the implementation of mid-unit checkpoints and portfolio review days in mathematics and literacy to allow for students to engage in reflection and monitor their own learning.</p>	Whole school	September 2014 to June 2015	Administrators, coaches and teachers
<p>Teachers will support reflection by providing feedback to students during reading and writing and mathematics conferences. We will provide opportunities for students to share work publicly i.e., during class/family celebrations. Parents will be able to support students at home with literacy and math goals through the use of two computer programs, <u>iReady</u> and <u>ST Math</u>. In addition, parent workshops will be offered on the following topics: Understanding the Common Core Standards, understanding your child's reading level, utilizing the public library as a resource and supporting your child in mathematics through the use of games.</p>	Whole school	September 2014 to June 2015	Administrators, coaches and teachers
<p>As a community, we will share our common goal of improving student outcomes. We will meet regularly to reflect and refine our work to ensure that we share a common vision. In addition, we will ensure that parents are made aware of our goals during Tuesday afternoon parent engagement meetings with teachers, quarterly professional development meetings and monthly workshops. Also, portfolio days will be used to help celebrate student work to ensure that all members of the community partake in recognizing student accomplishments.</p>	Whole school	September 2014 to June 2015	Administrators, coaches and teachers

**Part 4 – Resources Needed**

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

**Human Resources:**

- Coaches
- Consultants
- AIS providers

- Administrators

**Instruction Resources:**

- Leveled Literacy Intervention
- Wilson Foundations
- Exemplars
- ReadyGen
- iReady
- Go Math
- ST Math

**Scheduling:**

- Common Grade Study Meeting
- Common Academy Meetings
- Tuesday Flexible Scheduling for Professional Development Intensives
- Modifications to Flow of the Day

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-unit check points for student writing.
- 5-8% increase after each administration of TCRWP Assessments.
- For ELL and Special Needs students, an increase of 1-2 levels after each administration.
- Review of midyear assessments in math.
- Review of math and ELA simulations, with an 8-10 % increase after each administration.
- Review of pre and post assessment tasks after every unit with students demonstrating progress as measured by rubrics.

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

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

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

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

**Part 1 – Needs Assessment**

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

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

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

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

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

In the area of Tenet 5, Student Social and Emotional Health, we recognize this as an area of strength for our school. Our attention to increasing positive social skills and our Respect for All Initiative, have helped use to create a positive learning environment for our students, thereby addressing Statements of Practice, 5.2-5.4. We have ensured that our students’ social/emotional, as well as academic needs are met, by way of monthly Instructional Support Team (IST), Response to Intervention (RTI) Team and School Implementation Team (SIT) meetings, which are designed to focus on individual student’s academic and social needs.

Our DSTDE recommendation is focused on Statement of Practice 5.5 and states that we need to work on the following areas in order to be highly effective:

“To increase strategic decisions so that the school community utilizes a focused plan based on data to support students in a timely fashion to impact closing the achievement gap.” This year, we will continue to have our monthly IST, SIT and RTI meetings to determine social/emotional and academic supports needed by our students, but in addition, will give special attention to using multiple data points to track students’ improvement both academically, as well as socially and emotionally. Furthermore, the administrative team will encourage and support the use of Respect for All points behavior sheets (as needed) and academic data by teachers to help close the achievement gap.

**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.

In order to align with the highly effective practices statement of practice 5.5, we will continue to use our Respect for All Initiative to track increases in positive social skills school wide. We will also track a student survey, which will assess students’ awareness of school wide supports and collect individual behavioral sheets for our high risk students to assess growth, as well as academic data.

- 1) This goal will be measured by continued class progress in meeting or exceeding 80% of monthly point system.
- 2) A 6% decrease in the amount of individual behavioral sheets.
- 3) An increase of student awareness around school wide supports.
- 4) Closing the achievement gap for at risk students as measured by at least one year of progress on TCRWP formative assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1) As we continue to build students’ social and emotional health, this year we have designated monthly themes to heighten students’ awareness of positive social skills and behaviors. Lessons will be taught by our Conflict Resolution Specialist with special attention to the following monthly themes:</p> <ul style="list-style-type: none"> <li>• September: Respect &amp; Self Discipline</li> <li>• October: Responsibility</li> <li>• November: Honesty</li> <li>• December: Kindness</li> <li>• January: Empathy &amp; Compassion</li> <li>• February: Fairness</li> <li>• March: Integrity</li> <li>• April: Determination &amp; Optimism</li> <li>• May: Courage</li> <li>• June: Patience</li> </ul> <p>In addition, our Conflict Resolution Specialist will identify 4th &amp; 5th grade students to train as school mediators to support peaceful resolutions of problems. Also, our Conflict Resolution Specialist will acknowledge students for random acts of kindness and reflecting behaviors that support monthly themes.</p>	<p>Whole school</p>	<p>September 2014 to June 2015</p>	<p>Conflict Resolution Specialist, Teachers, Counselors, School Based Support Team, Administrators</p>

<p>2) A social emotional support group will be created to provide counseling support for at risk students. The following themes will be discussed:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Grief counseling</li> <li>• Social awareness</li> <li>• Health and wellness</li> <li>• Organization/study skills</li> </ul> <p>In addition, we will provide a “new comers” club for new arrivals to the country.</p> <p>Further development of after school clubs such as:</p> <ul style="list-style-type: none"> <li>• Basketball (Boys and Girls)</li> <li>• Girls book club</li> <li>• Music club (Midori and Friends)</li> <li>• Dance club</li> <li>• Mighty Milers</li> <li>• Academic Intervention After school and Saturday Programs</li> </ul>			
<p>To meet the needs of our sub populations in regards to Tenet 5.5, we will actively seek to have these students participate in after school and Saturday activities. Counselors identify students from varied sub-groups (ELLs, Students with Disabilities [SWD], Students in Temporary Housing [STH]) to participate in support groups which they will lead. In addition, they will be provided with any basic educational resources needed, such as notebooks, book bags and bilingual dictionaries. Buddy systems will be established for various subgroups to provide peer mentoring.</p>	Whole school	September 2014 to June 2015	Conflict Resolution Specialist, Teachers, Counselors, School Based Support Team, Administrators
<p>To encourage parent participation in an effort to meet this goal, a monthly parent calendar outlines all upcoming parent activities. During the school year, two parent workshops will be given on the topic of conflict resolution as well as two workshops on the topic of meeting the social and/or emotional needs of your child. In addition, we will host a newcomer ELL meeting for parents in order to provide orientation regarding our school community and other resources available.</p> <p>Workshops regarding academic topics such as “Reading to Your Child at Home,” and “At Home Mathematics and Science” will be offered and translation available.</p>	Whole school	September 2014 to June 2015	Parent Coordinator, Conflict Resolution Specialist, Teachers, Counselors, School Based Support Team, Administrators
<p>As a school community, we continue to focus on setting a positive nurturing tone that values respect for all and cultivate a culture of tolerance. This will be achieved by way of our monthly themes, support groups, after school clubs and parent workshops. We will also continue to work to ensure that every student feels confident to express their needs to one or more adults within our school community.</p>	Whole school	September 2014 to June 2015	Conflict Resolution Specialist, Teachers, Counselors, School Based Support Team, Administrators

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**Part 4 – Resources Needed**

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

**Human Resources:**

- Conflict Resolution Specialist
- Teachers
- Counselors
- School-Based Support Team
- Administrators

**Instructional Resources:**

- Character Education Partnership (CEP)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Anti-bullying Curriculum
- The Inner Wealth Initiative: The Nurtured Heart Approach for Educators by Tom Grove and Howard Glasser with Melissa Lynn Block

**Scheduling Adjustments:**

- Embedded conflict resolution periods to support students
- Peer mentoring time during all lunch periods
- Response to Intervention Team Meetings, Instructional Support Team Meetings, SIT Meetings

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Monthly checkpoints to monitor class progress of respect points.
- Weekly monitoring of at risk students and a 3% decrease in use of behavior plans.
- Pre and post survey results.
- Monitoring of TCRWP assessments for at risk students to ensure at least ½ year of growth by the end of the year.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

As recommended during our DQR, we need to “continue to strengthen teachers’ assessment practices to consistently reflect effective feedback resulting in instructional adjustments at teacher team and classroom levels with clear next steps to improve student outcomes for all students (2.2). In addition, our DTSDE feedback indicated that in Statement of Practice 4.3 in order to grow from Effective to Highly Effective we need “content to stimulate deep levels of thinking, questioning and discussion in students through the use of content-based standards that provide multiple strategies and a variety of ways to engage students in their learning.” By way of our structured collaborative teacher teams, we are prepared to move our work forward in assessment to improve student outcomes.

### 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.

We will continue to strengthen teachers’ assessment practices to consistently reflect effective feedback resulting in instructional adjustments at teacher team and classroom levels to improve student outcomes. 100% of our teachers will be committed to the success and improvement of their classroom teaching practices by leading, planning and participating in professional development cycles, aligned to school wide critical areas. It is anticipated that by June 2015, there will be a 20-25% increase in teachers’ rated Effective on the Advance Evaluation System.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In an effort to meet the above goal, we have developed a comprehensive professional development plan, with six cycles throughout the year. Our plan was developed in collaboration with our professional development team after a school wide survey to identify teacher needs. The administrative team also reviewed teacher evaluation results of the 2013-2014 school years to identify gaps in teacher practice and areas of expertise. Assessment is the overarching area of focus that has been identified based on our feedback from our Superintendent, our DQR and DTSDE recommendations. The following six cycles have been outlined for the year:</p> <ul style="list-style-type: none"> <li>• Analysis and use of TCRWP assessments to plan for small groups</li> <li>• Assessing the quality of questioning and discussion during your lesson to improve accountable talk</li> <li>• Using rubrics to analyze student work and help students develop targets for improvements</li> <li>• Using rubrics to analyze and plan lessons for writing on the ELA test 3-5</li> <li>• Using word study assessments to plan gaps K-2</li> <li>• Reflecting, revising and refining calendars and units</li> </ul> <p>In addition, hot topics have been identified based on teacher feedback, which will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reciprocal Reading</li> <li>• Close Reading</li> <li>• Conferring</li> <li>• Guided Reading</li> <li>• Centers (K-2)</li> </ul> <p>Teachers will meet Monday afternoons for the six-week cycles. In addition, on Tuesday afternoons teachers will collaborate on inquiry work on the topic of assessment.</p>	<p>Whole school</p>	<p>September 2014 to June 2015</p>	<p>Administrators, coaches and teachers</p>
<p>ESL teachers will meet monthly to review student data, analyze student work and creating student friendly rubrics using New Language Progressions. In addition, we will continue our collaboration with the Center for Applied Linguistics to support teachers with SIOP strategies for English Language Learners. Specialty</p>	<p>Whole school</p>	<p>September 2014 to June 2015</p>	<p>Administrators, coaches and teachers</p>

groups continue to meet to review curriculum units and offer ideas for differentiation and integration. Our special education department will meet to review IEPs in order to improve the quality of the present levels of performance.			
<p>In order to increase parent engagement and support school wide goals, the following activities are integrated throughout the year:</p> <ul style="list-style-type: none"> <li>• Attendance Assemblies</li> <li>• Parent Workshops (Understanding the Common Core Standards, “Understanding your Child’s Reading Level,” “Using the Public Library as a Resource,” Supporting your Child in Mathematics Through the use of Games, etc.)</li> <li>• Classroom Literacy Celebrations</li> <li>• Student of the Month Breakfast</li> <li>• Parent Newsletters</li> <li>• Multi-cultural celebration related to Social Studies Curriculum</li> <li>• School Leadership Team</li> <li>• Family Library to increase at home family reading time.</li> </ul>	Whole school	September 2014 to June 2015	Administrators, coaches, teachers and parent coordinator
<p>We will continue to build a culture of school wide collaboration through our frequent meeting opportunities such as:</p> <ul style="list-style-type: none"> <li>• Monday Professional Development</li> <li>• Tuesday Professional Learning Opportunity</li> <li>• Grade Level Meetings</li> <li>• Academy Meetings</li> <li>• LAB Sites (Teacher and Coach Lead)</li> </ul> <p>We continue to survey teachers and respond to teacher needs. In addition, we are building capacity by way of our professional development team and teachers leading hot topics. Our Japanese lesson study has provided teachers with an opportunity to engage in collaborative lesson planning in a risk free environment and to build best practices.</p>	Whole school	September 2014 to June 2015	Administrators, coaches and teachers

**Part 4 – Resources Needed**

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

**Human Resources:**

- Coaches
- Consultants
- Teachers
- Administrators

**Instructional Resources:**

- Unit of Study- Lucy Calkins
- How’s it Going- Carl Anderson
- Tools for Assessment- Boutz, Harvey, Jackson, Perini
- Learning Targets- C. Moss, S, Brookhart
- Number Talks- Sherry Parrish
- Fountas & Pinnell (F & P) Phonics Continuum of Learning
- ReadyGen
- Go Math

- Wilson Foundations

**Scheduling:**

- Common Grade Study Meeting
- Common Academy Meetings
- Tuesday Flexible Scheduling for Professional Development Intensives

**Part 5 – Budget and Resource Alignment**

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

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

**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.

- One Informal and one formal observation
- Monthly learning walks
- Inquiry Data and end of the year presentations
- Review of pre, post and publish pieces in portfolios
- Four embedded portfolio days with student presentations (Grades 4-5)

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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.

In Tenet 2, School Leader Practices and Decisions, in regards to articulating the vision across the community ( Statement of Practice 2.3), we have several opportunities to ensure all stakeholders understand our goals which include but are not limited to, our School Leadership Team, Curriculum Team and Mini School Teams. We strategically make decisions regarding staffing, programing and fiscal resources to support our areas in need of improvement (Statement 2.4). We continue to work on evidence-based systems to examine school wide practices, such as walkthroughs and informal observations to evaluate our progress in meeting goals and make adjustments as needed (Statement2.3). As reflected in our DTSDE recommendations, in order for the school’s strategy and practices to align with the concepts in the Highly Effective column of Statement of Practice 2.5, the school needs to incorporate the following: “Provide timely, actionable feedback and support to all teachers that are directly aligned to specific criteria so that they take ownership for the next stage of their development.” Providing feedback to teachers in an area we have successfully implemented, but this year we will look to encourage teachers to take greater ownership for the next stage of their development.

### 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.

In order for the school to nurture the professional growth of teachers and staff and achieve Highly Effective practices in Statement Practice 2.5, we will continue to provide timely actionable feedback, aligned to the Teacher Framework with a focus on supporting and encouraging teachers to take ownership for their own development. From September 2014 to June 2015, school leaders will continue to implement a fully functional robust observational plan with a specific emphasis on encouraging teacher ownership for the next stage of their development.

- 1) 100% of our teachers will be involved in goal setting, mid-year review and reflection to identify and plan areas of strengths and weaknesses in their practices aligned to Teacher Framework and to review student outcomes.
- 2) 100% of our teachers will participate in surveys to identify areas for professional growth in order to select their own professional development based on school wide hot topics, determined by professional development committee, survey, observational feedback and learning walks.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>An observational calendar was created to maintain a consistent system and structure to implement the Advance evaluation of teacher practice based on the Teacher Framework. Administrators will meet monthly to reflect on evaluations and support the continuous alignment of our work. In addition, an instructional focus calendar was provided, outlining SCEP goals and monthly focus for walkthroughs which will provide non-evaluative feedback to teachers and support administrative alignment regarding best practices. This will help us identify teacher expertise so that we can make it public and further encourage the sharing of new idea and teacher initiative for improving their practice. Also, our walkthroughs provide the administrative team, a structure by which to evaluate the impact of decisions and practices and make adjustments as needed.</p> <p>Teachers meet with administrators regularly after every observation and three times a year to develop, monitor and evaluate goals established during the beginning of the year. Two self-selected goals focus on The Framework and two are focused on student data with special attention to sub populations. These goal setting conversations help us to establish our teachers’ professional development needs.</p> <p>Our professional development plan focuses on the following six cycles that have been outlined for the year:</p> <ul style="list-style-type: none"> <li>• Analysis and use of TCRWP assessments to plan for small groups</li> <li>• Assessing the quality of questioning and discussion during your lesson to improve accountable talk</li> <li>• Using rubrics to analyze student work and help students develop</li> </ul>	<p>Teachers</p>	<p>September 2014 to June 2015</p>	<p>Administrators and Coaches</p>

<p>targets for improvements</p> <ul style="list-style-type: none"> <li>Using rubrics to analyze and plan lessons for writing on the ELA test 3-5</li> <li>Using word study assessments to plan gaps K-2</li> <li>Reflecting, revising and refining calendars and units</li> </ul> <p>In addition, hot topics have been identified based on teacher feedback, which will include but are not limited to:</p> <ul style="list-style-type: none"> <li>Reciprocal Reading</li> <li>Close Reading</li> <li>Conferring</li> <li>Guided Reading</li> <li>Centers (K-2)</li> </ul> <p>Teachers will meet Monday afternoons for the six-week cycles. In addition, on Tuesday afternoons teachers will collaborate on inquiry work around the area of assessment.</p> <p>A survey will be used in conjunction with classroom evaluations to identify best practices in order to highlight staff members to support teachers to take ownership of their own development.</p>			
<p>During goal setting sessions and post observation conferences, teachers share data around ELL and Special Needs students to closely monitor their progress and implement differentiated strategies to meet the needs of these special populations. In addition, TCRWP data is analyzed for both these subgroups to monitor reading progress. We also continue to encourage collaboration between general education teachers and our special educators and ESL staff.</p>	Teachers	September 2014 to June 2015	Administrators, ESL Teachers and Coaches
<p>In order to increase parental involvement we will use our Tuesday parent meetings once a month for workshops, led by classroom teachers, which will be aligned to our instructional focus calendar. Topics, not limited to are as follows:</p> <ul style="list-style-type: none"> <li>Curriculum overview</li> <li>Supporting your child with homework</li> <li>Engaging your child in learning during the holidays</li> <li>At home science and community opportunities to support the Social Studies Curriculum</li> <li>Motivating your child to reach benchmark</li> <li>Encouraging your child to become a writer/researcher</li> <li>Planning for summer reading success</li> </ul>	Parents	September 2014 to June 2015	Administrators, Parent Coordinator and Coaches
<p>A sharing of best practices board for all teachers will be created to highlight teachers who are sharing classroom practices and to allow teachers to acknowledge their colleagues. This will also serve to encourage teachers to seek out opportunities to advance their own learning.</p>	Teachers	September 2014 to June 2015	Administrators, Coaches and Teachers

**Part 4 – Resources Needed**

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

**Instructional Resources:**

- Teacher Framework
- Advancing Formative Assessment in Every Classroom, Connie Moss

**Human Resources:**

- Administrators
- Coaches
- Teachers
- Consultant

**Schedule Adjustments:**

- Monday Professional Development
- Tuesday Professional Learning Opportunity
- Weekly Grade Study Meetings
- Weekly Academy Meetings
- Beginning, middle and end-of-year teacher meetings

**Part 5 – Budget and Resource Alignment**

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

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

**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.

- Analysis of school wide observational data
- Teacher identification and selection of monthly hot topics and focus
- Teacher lead professional development
- Goal setting meetings three times a year to review student data and observational feedback

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

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

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

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

**Part 1 – Needs Assessment**

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

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

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

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We continue to work to foster strong family and community ties by creating a welcoming environment. Every year we continue to grow our parent participation and cultivate strong community partnerships that support us in the area of social and emotional developmental health. Our DTSDE Recommendation in Statement of Practice 5.5 stated the following as our next step: “Ensure that staff in collaboration with leadership share data with parents through regular communication to foster high expectations for all students and make timely adjustments if strategies are not working.” This year, we feel confident that we will be able to deepen the quality and frequency of parent participation by way of our Tuesday afternoon sessions. Tuesday afternoon family involvement time will allow teachers to have more individual conferences with parents regarding their child’s progress as well as provide parent workshops aligned specifically with the goals for the grade.

**Part 2 – Annual Goal**

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

By June 2015, there will be a 25% increase in parent participation in monthly workshops and classroom celebrations. In addition, teachers will meet with parents 5 times a year to share various data points and monthly to provide workshops around Common Core Learning Standards and how to support students academically.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>7) Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>8) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>9) Strategies to increase parent involvement and engagement</li> <li>10) Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In order to increase parent participation the following activities will be offered throughout the school year:</p> <ul style="list-style-type: none"> <li>• Parent teacher conferences to review data points minimally five times a year. (Tuesday meetings can also be used to provide current data and strategies to support their child.)</li> <li>• Monthly Tuesday afternoon meetings with classroom teachers to provide workshops around Common Core Learning Standards and how to support students academically.</li> <li>• Monthly parent workshops for academic and social development.</li> <li>• Parent health and wellness workshops.</li> <li>• Classroom celebrations.</li> <li>• Saturday ESL classes.</li> <li>• Math night – arts and crafts.</li> <li>• Continue to develop family library center.</li> <li>• School wide attendance celebrations.</li> <li>• Music celebrations.</li> <li>• Cyber Awareness.</li> </ul> <p>Also, all correspondences are translated for parents informing them of school wide events. Additionally, flyers and our Phone Messenger are used to ensure that parents stay well informed around all activities. Our School Leadership Team also provides the opportunity for parents to be involved with making school wide decisions.</p>	<p>Parents</p>	<p>September 2014 to June 2015</p>	<p>Parent Coordinator, Teachers, Administrators, Coaches and Guidance Counselors.</p>
<p>Annual review meetings are held to work with families to ensure that the current academic and social supports are helping the child. In addition, after each SIT and IST meeting, counselors will reach out to families to share progress and next steps as well as specific data around their child. Also, workshops around supporting your child’s academic and social needs. Workshops around using iReady and Lightsail at home to support literacy skills.</p> <p>Additional workshops are given to understand New York State Identification Test for English Language Learners (NYSITELL) and New York State English as a Second Language Achievement Test (NYSESLAT). Samples of the exam are shared as well as implications of the exam results. In addition, letters are sent home to parents to share NYSITELL and NYSESLAT results, and monthly meetings will be conducted by ESL staff for parents of ELL students to provide</p>	<p>Parents</p>	<p>September 2014 to June 2015</p>	<p>ESL Teachers and Administrators</p>

<p>strategies for parents to support their children.</p> <p>Family outreach will be done by counselors for parents who are in temporary housing as well as flexible meeting times to better accommodate their needs.</p>			
<p>In order to continue to increase parental involvement and engagement, parent surveys and Title I meetings are used to engage parents.</p> <p>Parents are invited monthly to various workshops to address student academic and social and/or emotional needs as well as life skills such as:</p> <ul style="list-style-type: none"> <li>• Asthma awareness</li> <li>• Breast cancer awareness</li> <li>• Prescription drug awareness</li> <li>• Child abuse prevention</li> <li>• Obesity prevention</li> <li>• Health and nutrition awareness</li> </ul> <p>Also, parents are invited to a holiday luncheon celebration, Thanksgiving and Valentine’s Day arts and crafts activities. In addition, parents are encouraged to train with Learning Leaders to become school volunteers.</p>	Parents	September 2014 to June 2015	Parent Coordinator, Coaches and Administrators
<p>As a school community, we continue to focus on setting a positive nurturing tone that values respect for all and cultivate a culture of tolerance. This will be achieved by way of our parent workshops, frequent correspondence and weekly parent teacher meetings to ensure that parents are well informed and feel welcomed and valued as partners in this work. In addition, we will build trusting relationships with parents by guarding confidential student information and only sharing information with appropriate professionals when necessary.</p>	Whole School	September 2014 to June 2015	Whole School

**Part 4 – Resources Needed**

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

**Human Resources:**

- Parent Coordinator
- Coaches
- Guidance Counselors
- Learning Leaders
- Administrators

**Instructional Resources:**

- iReady
- Lightsail
- Materials for parent library
- Translators/translated documents

**Community Organizations:**

- Riverdale Mental Health Center
- Kingsbridge Heights Community Center
- North Central Hospital
- Good Shepherd
- Nutrition and Health Education Program (Cornell University)
- Learning Leaders

**Part 5 – Budget and Resource Alignment**

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

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

**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.

- Midyear check point for attendance comparison
- Collection of agendas
- Increase of parent participation of teacher celebrations
- Participation in Tuesday afternoon meetings/activities

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	F & P Data, Simulations and State Tests	Guided Reading – Leveled Literacy F&P Intervention  ReadyGen  Reading Recovery  Great Leaps Gr. K-5  iReady  Literacy Centers  Wilson Foundations grades K, 1 & 2	Small Group  Whole Class  One-to-one  One-to-One  Individual  Small Group  Small Group (Gr. 1 & 2) and Whole Class (Gr. K)	During the school day  During the school day  During the school day  During the school day  During the school day and after school  During the school day  During the school day (Gr. K) and After school (Gr. 1 & 2)
<b>Mathematics</b>	Simulation and State Tests	Number Talks  iReady  ST Math  Exemplars  Investigation  Go Math RTI	Whole Class and small group  Small Group  Whole Class  Whole Class  Whole Class  Small Group	During Math Block  During the school day  During the school day  During the school day  During the school day  During the school day

<b>Science</b>	Support for State Science Tests	FOSS Kits – Gr. K-2 and Gr. 3-5  Trade Book Collection	Small Group and Whole Class  Small Group	During the school day (Gr. K-5) and after school (Gr. 3-5)  During the school day
<b>Social Studies</b>	Lowest Quartile	Teachers utilize the Social Studies Department of Education Units of Study with trade books to support at-risk students in grades 3-5  Houghton Mifflin for grades K-2	Small Group  Small Group	During the school day  During the school Day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Assessments  Tests and/or Assessments  Observations and Assessments	Guidance Lessons  Testing: Wechsler Intelligence Scale for Children (WISC-IV), Woodcock Johnson III, Tests of Achievement (WJ-III), Childhood Autism Rating Scale (CARS)  Counseling Modeling Behavior, Behavior Management Assessments	Small Group  One-to-one  One-to-one Behavior Modification	During the school day  During the school day  During the school day

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We continue to work diligently to ensure that we have highly qualified staff members by cultivating collaborations with local universities in order to have a pool of strong candidates to fill new vacancies. Another source used to find qualified candidates is the New York City Teacher Finder. At P.S. 310 we have a robust support process in place for new teachers. We begin with a summer orientation that includes new teacher training on: classroom management, effective planning, the workshop model, balanced literacy, and school wide expectations prior to the start of the school year. At the start of the school year new teachers are assigned a mentor coach and are provided with scheduled intervisitations depending on the teacher's specific needs. Coaches model and provide teachers with planning guidance as needed. New teachers have the support of their colleagues during weekly grade level meetings, as well as Monday afternoon professional development meetings.</p> <p>All teachers have access of support from our School-Based Math and Literacy Coach. Teachers participate weekly in Grade Study meetings, Mini School meetings and Monday afternoon professional development meetings to unpack Common Core Standards and develop units of study. In addition, they receive the following opportunities for further support:</p> <ul style="list-style-type: none"> <li>• Teachers meet with Administrators and Coaches to review and plan for small groups using data;</li> <li>• Professional development sessions on Monday afternoon led by coaches;</li> <li>• Evolution Consultant works with selected teachers to provide support with literacy;</li> <li>• Center for Applied Linguistics to provide SIOP training; and</li> <li>• Training on methodology for English Language Learners.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>P.S. 310 is committed to providing high quality ongoing professional development to all staff members to enable all students to meet Common Core Standards. Currently, we have resident literacy and math coaches to provide professional development activities which are designed to support teachers in the implementation of Common Core Standards. Coaches meet with teachers, three times a week to focus on curriculum planning and instructional strategies to meet the needs of all students. All activities are announced in monthly professional development calendar. In addition, professional development support is provided by way of in-class demonstration lessons, observation and</p>

conferencing, as well as grade level lab sites. Teachers are involved in Common Core inquiry work and are further supported in the following ways:

- Evolution Consultant providing literacy support on Reciprocal Reading Practices and questioning;
- Continued training on the Danielson Framework, for teachers by Administrators and Achievement Coach;
- Center for Applied Linguistics Consultant to Provide SIOP professional development;
- Reading Recovery teacher to continue to receive outside professional development;
- Selected teachers to continue to participate in citywide training on ReadyGen and Go Math Programs; and
- Pre-K Professional Development Days.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

Currently, P.S. 310 has an Early Childhood Center in which pre-kindergarten and kindergarten classes are housed together thereby providing a seamless transition for our preschool students entering kindergarten. Throughout the year, parent meetings are held to support literacy development and both preschool and kindergarten parents are invited. In addition, preschool and kindergarten teachers meet together once a week to discuss curriculum matters and participate in inquiry work. Also, many school activities such as trips, presentations and performances are scheduled to include both preschool and kindergarten students. For children coming from other preschools, records are forwarded to us so that we may provide any special services needed by incoming kindergarten students.

#### **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.

During the summer, a team of teachers representing each grade met to support the class meeting process regarding assessments. Also, teachers are involved in selection and modification of assessment tasks for both reading and math throughout the year. In addition, teachers work together during grade study meetings to align tasks to standard-based rubrics and review student work together. Teachers are led in these conversations by coaches to ensure that teachers are able to use information effectively to inform instruction and establish grade-level alignment. Also, teachers have been trained on using TCRWP system for data entry and accessing reports regarding student progress in reading. In addition, teachers will be receiving training on the new School Net,

assessment tool for monitoring progress in math and reading in grades 3-5.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$666,762	X	pp. 14, 18, 22, 26, 30
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$159,778	X	pp. 14, 18, 22, 26, 30
Title II, Part A	Federal	\$191,830	X	pp. 14, 18
Title III, Part A	Federal	\$16,652		
Title III, Immigrant	Federal	\$1,487		
Tax Levy (FSF)	Local	\$3,455,168	X	pp. 14, 18, 22, 26, 30

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

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

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

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

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 310, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>310</b>
School Name <b>Marble Hill School</b>		

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

Principal <b>Elizabeth Cardona</b>	Assistant Principal <b>Grissell Garcia</b>
Coach <b>type here</b>	Coach <b>Jacquelyn Salcito</b>
ESL Teacher <b>Madelyn Vargas</b>	Guidance Counselor <b>Janett Miranda</b>
Teacher/Subject Area <b>Mildred Perez/ESL</b>	Parent <b>Margarita Hernandez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sabina Perez</b>
Related Service Provider <b>Olga Torres</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>708</b>	Total number of ELLs	<b>138</b>	ELLs as share of total student population (%)	<b>19.49%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Push-In	0	0	6	6	3	3	0	0	0	0	0	0	0	18
<b>Total</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>20</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	25
SIFE	0	ELLs receiving service 4-6 years	79	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	59	0	1	79	0	24	0	0	0	138

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>59</b>	<b>0</b>	<b>1</b>	<b>79</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>138</b>
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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	15	20	36	22	18	0	0	0	0	0	0	0	134
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	1	1	0	0	0	0	0	0	0	0	2
<b>TOTAL</b>	<b>23</b>	<b>15</b>	<b>21</b>	<b>37</b>	<b>23</b>	<b>19</b>	<b>0</b>	<b>138</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	4	1	3	6	6	0	0	0	0	0	0	0	33
Intermediate(I)	0	2	5	7	5	5	0	0	0	0	0	0	0	24
Advanced (A)	10	9	15	27	12	8	0	0	0	0	0	0	0	81
Total	<b>23</b>	<b>15</b>	<b>21</b>	<b>37</b>	<b>23</b>	<b>19</b>	<b>0</b>	<b>138</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	13	2	0	1	1	2	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	3	1	1	3	4	0	0	0	0	0	0	0
	A	8	6	17	35	7	6	0	0	0	0	0	0	0
	P	2	8	2	3	6	6	0	0	0	0	0	0	0
READING/ WRITING	B	13	7	2	5	2	2	0	0	0	0	0	0	0
	I	0	3	6	9	1	11	0	0	0	0	0	0	0
	A	8	2	7	21	6	3	0	0	0	0	0	0	0
	P	2	8	2	3	6	6	0	0	0	0	0	0	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	2	0	0	17
4	13	2	0	0	15
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	3	0	0	0	0	0	15
4	9	0	4	0	2	0	0	0	15
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	0	8	0	13	0	4	0	33
8	0	0	0	0	0	0	0	0	0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

A review of the October 2013 Fountas & Pinnell levels indicates the following:

Kindergarten Totals: Below                      On                      Above

	0%	95%	5%
First Grade Totals:	Below 92%	On 8%	Above 0%
Second Grade Totals:	Below 96%	On 4%	Above 19%
Third Grade Totals:	Below 100%	On 0%	Above 0%
Fourth Grade Totals:	Below 85%	On 15%	Above 0%
Fifth Grade Totals:	Below 100%	On 0%	Above 0%

Based on this data, P.S. 310 has created a rigorous curriculum aligned to the Common Core Standards. Pre and post unit tasks are completed by students upon completion of the literary units. Individual Teacher Maps assist in tailoring the specific needs of the students in the classroom. ESL specialists work together with the classroom teacher to ensure all ELL students are provided strong core instruction accessible to all ELL students. In addition, ELL specialists follow the same literacy, math and content calendars as the classroom teachers. ESL teachers are an integral part of grade study group in addition to meeting as a group to review student work and using ELL data to plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT data reveals the following:

	B	I	A	P
Kindergarten:	13%	0%	74%	13%
First Grade:	0%	22%	13%	30%
Second Grade:	2%	20%	30%	5%
Third Grade:	8%	30%	50%	12%
Fourth Grade:	23%	19%	35%	23%
Fifth Grade:	23%	19%	35%	23%

The R-LAB reveals the following:

Number of students testing: 138

Levels	B	I	A
	33	24	81

The data indicates ELL students are increasing their proficiency levels on all grades. More students are moving towards becoming proficient.

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](#))

Patterns across NYSESLAT modalities indicate students are reaching proficiency levels in listening and speaking at a more rapid pace than reading and writing. Based on the data, instructional decisions are made to ensure ELL students approach, meet or exceed standards. Information from the RLAT is used to ensure specific, targeted instruction is provided for students based on linguistic and academic needs. ESL teachers provide students with the specific skills using the appropriate ESL strategies which will support students

in moving to a higher level on the ELA and Math State Exam as well as the NYSESLAT.

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?

The pattern across proficiencies for ELL's is as follows:

	2009	2010	2011	2012	2013
Math	71%	42%	31%	31%	4.8%
ELA	33%	13%	5%	5%	0%

4a.

The patterns across proficiencies indicate ELL students are not making comparable gains on the ELA and math as are native speakers. New comers are provided with the opportunity to take the math exam in their native language. Scores on native language exams for new comers indicate additional math support if necessary.

4b.

The leadership of the school uses periodic assessments to create opportunities for coaches, teachers, and ESL personnel to systematically focus on English Language Learners in an effort to study data and student work. Systematically reviewing data allows us to make any necessary revisions to instruction and intervention.

4c.

Upon reviewing the periodic assessments, the school is learning that ELL students require scaffolding based on modality strengths and areas for improvement. Thus, closely analyzing the modality data from the NYSESLAT together with the periodic assessment allows for targeted literacy and math intervention.

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 Response to Intervention framework (RTI) serves a source to better service English Language Learners who are at risk. Early intervention through a tiered system of instructional support helps our ELLs reach standards. Practices such as Guided Reading, Reading Recovery, small group instruction and one-to-one teaching are all critical in providing at-risk ELLs with learning support.

Our RTI Team meets once a month to discuss the needs of our ELL students who are experiencing academic difficulties. Present at these meetings are the Principal, Assistant Principal, ESL or Bilingual teacher, Academic Intervention personnel and classroom teacher. During these meetings, we identify ELL students who require specific supports in an effort to ensure academic progress is achieved before moving forward with an evaluation. Student specific strategies are conducted for a period of 6 weeks. We then reconvene to assess student progress. Students are discussed in cycles to ensure the full allotted amount of time is given to each student before reassessing. Struggling ELL students are provided gradually increased services based on intervals of assessments.

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

We ensure a child's second language development is considered in instructional decisions by ensuring all teachers of ELL students are licensed. Appropriate ESL techniques are utilized throughout the instructional day. The full implementation of Part 154 is monitored. Teacher materials as well as instructional calendars and literacy and math programs contain an "ELL" component. Lesson plans are adjusted accordingly to ensure all ELL students receive and interpret all content areas.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

At this time, the program choice for parents does not indicate a need to create a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The steps for initial identification of ELL students are:

Upon student arrival, Pupil Accounting Secretary, Ms. Sonia Colon-Meisinger, together with licensed ESL teachers, Ms. Madelyn Vargas and Ms. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). The HLIS is provided in the native language of the parent. If the HLIS indicates that the student a potential ELL, an informal interview is conducted in English and the native language by one of our licensed ESL teachers as both Ms. Perez and Ms. Vargas are fluent speakers in English and Spanish. Our ELL students' native language is almost exclusively Spanish. If a language other than Spanish is required for the purpose of an informal interview, phone translators affiliated with the DOE are available. If the determination is made that the student is a potential ELL, the student is then given the R-LAB and the Spanish Lab (if Spanish is the native language) within 10 days of the student's registration date. The R-LAB is administered by licensed ESL teachers Ms. Vargas, Ms. Perez and Ms. Ortiz. The parent of the student is informed in writing as to the results of the exam. If the student passes the R-LAB, no further action is required. If the students is not proficient on the R-LAB, they then are administered the Spanish Lab if the native language is Spanish. The parent is informed in writing of the results and the student is placed in the language program of the parent's choosing.

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.

The structures in place in our school to ensure parents understand all three program options are:

As soon as the parent of the potential ELL arrives for registration, parents are provided in their native language of the three program choices. In addition, parents are provided with reading material in the native language which explains all three programs available to them. In addition, upon registration, parents are provided with an opportunity to view the DOE program selection DVD or web link. Available at these presentations are a licensed ESL teacher, the parent coordinator and a school administrator as well. Orientation meetings for parents of ELL students are provided during pre-registration, upon registration and throughout the school year. Parents are informed of these meetings in writing through the school monthly parent calendar as well as through individual notifications sent home with each student.

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

Our school ensures entitlement letters are distributed at the beginning of the school year upon review of the NYSESLAT results. If the R-LAB results indicate the student is not proficient in English, an entitlement letter is sent home. If the student has not gained proficiency on the NYSESLAT, a "continued entitlement" letter is sent home. Copies of both of these forms are kept on file in the office of Ms. Garcia, Assistant Principal. Parents complete the HLIS upon completion of ELL parent orientation. The parent selection form as well as the HLIS are kept in the student's cumulative record.

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.

The criteria used are as follows: students are placed in a Bilingual program if 15 or more parents on a contiguous grade of the same native language request "Bilingual or Dual Language Program." Students placed in an ESL program when parents select an "English only Program." To ensure parents are informed, periodic parent ELL meetings are available in the parents' native language. School staff such as the Parent Coordinator, Sabina Perez; and ESL teachers, Ms. Mildred Perez, Madelyn Vargas, and Minerva Ortiz; are available for parent information support.

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 ensure all sections of the NYSESLAT are taken every year by all ELL students the procedure is as follows:

- Ensure all ELL students are appropriately identified. Cross referencing reports on ATS such as the R-LER, R-LAT, R-LAB, REXH, RNMR, and RSPE ensures we have accounted for ELLs and ELLS with disabilities. In addition, our own data collection ensures no students are tested in error.
- A NYSESLAT testing team is created and trained on the administration of the NYSESLAT.
- Test groups of students are created and special testing accommodations are provided if necessary.
- Three separate testing days are provided for the listening, reading and writing portion of the exam and students are tested individually for the speaking.
- Letters are sent home informing parents of the NYSESLAT and a parent “NYSESLAT Orientation” is provided.
- All testing protocol followed.

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. *①*  
 Upon review of the Parent Survey and program selection forms for the past few years, the trend is as follows:

Year	# of Students Testing R-LAB	Not Entitled	Entitled	Parent Choice	
				Bil.	ESL
2010-11	164	111	53	18	35
2011-12	90	52	38	7	31
2012-13	114	64	50	4	46
2013-14	83	50	33	0	33

Yes, program models offered in the school reflect parent program selections. The school trend with respect to parent selection program indicates parents are opting for an ESL model.

## 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. The organizational models in P.S. 310 are ESL self-contained and a push-in model. A licensed ESL teacher delivers instruction to ELLs within the self-contained as well as in the push-in model.

b. Program models are as follows:

- Homogeneous grade, heterogeneous proficiency levels within a self-contained class.
- Homogeneous grade push-in with heterogeneous proficiency levels.
- Homogeneous grade push-in with homogeneous proficiency leveled groups.

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)?

a. ESL teachers received and analyze the NYSESLAT results as well as various other data to determine student proficiency levels in an effort to formulate groups. ESL student target sheets (schedules) indicate the names of the individual students served and the exact amount of minutes the student is provided with ESL services. In past Transitional Bilingual classes all students receive 180 minutes a week of Native Language Arts (NLA) including 180 or 360 minutes a week of ESL instruction depending on NYSESLAT levels. In all self-contained and push-in models, beginning and intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes a week of English Language Arts (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.

The content area in each program model is delivered as follows:

In the self-contained class as well as in push-in models, the content standards are delivered using various ESL techniques to foster language development and help students meet Common Core Standards. These techniques include but are not limited to: Total Physical Response, cooperative learning, Sheltered Instruction Observation Protocol (S.I.O.P.) techniques, visual supports and "hands-on learning." In past Transitional Bilingual classes the content was delivered in the native language in addition to ESL techniques.

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

Our first step in evaluating the native language is when a potential ELL is given the R-LAB and does not pass. The Spanish LAB is then administered. This is the third year we do not have a bilingual kindergarten program as dictated by the parent selection forms for years 2011-2012, 2012-2013 and 2012-2014. However, the student's native language is used, should the student require academic, social or emotional support.

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

In an effort to ensure that all four modalities of English acquisition are appropriately evaluated throughout the year, teachers use a combination of assessments such as the ELL periodic assessments, the cyclical use of Fountas & Pinnell every six weeks, frequent running records, regularly scheduled student conferences, teacher created assessments as well as monitoring student literacy and math portfolios. ELL students are also provided with the opportunity to set instructional goals in literacy and math and create an action plan to meet those goals.

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).

a. SIFE (Students with Interrupted Formal Education): Upon registration, the pupil accounting secretary, Sonia Colon-Meisinger, will identify a SIFE student and alert the principal who will make an appropriate class determination. The student will be placed in the appropriate class and his/her literacy and math skills will be assessed. Based on student data, the school will provide Academic Intervention Services (AIS), counseling, one-to-one tutoring and family support. Student and family will be provided with access to

appropriate outside agencies as needed. ESL services will be provided accordingly.

b. Newcomers (3 years or less): English Language Learners three years or less will be provided with the mandated language and instructional support. Newcomers will also be provided with opportunities to discuss, observe, and become familiar with their new environment both in the school and the community at large by working with our guidance counselor, Ms. Miranda. Instructional materials will be culturally sensitive. Newcomers will have the opportunity to recognize the value of various cultures in content-based materials used for instruction. Families of newcomers will be encouraged to enter the school community and share their knowledge and culture with students and staff. The parent coordinator, Ms. Sabina Perez, will support the families of newcomers by assisting with outreach support groups and support organizations. Parents of newcomers will be encouraged to visit and join our Parents' Association where they will become familiar with the workings and expectations of the school. The Parents' Association provides a safe haven for families unfamiliar with their new environment. ELL newcomers will have access to Extended Day as well as after school academic support in addition to mandated ESL services. In addition, Saturday ESL classes for newcomers will also be made available.

c. ELL students 4-6 years: Our 4-6 year ELLs are supported through intensive academic intervention within small group instruction. In addition, 4-6 year ELL students are also provided the opportunity to attend the Saturday ELL Academy and our after school program. Four to six year ELLs receive additional test preparation support which includes access to NYSESLAT test prep materials. All English Language Learners also have the opportunity to attend the Saturday Test Prep Academy, specifically to prepare for the NYSESLAT.

d. ELLs who have completed 6 years receive AIS services throughout the week in small groups to develop their writing and comprehension skills. Long term ELLs completing six years are also participants in the Extended Day and the after school programs. In addition, ESL teachers servicing long term ELLs create opportunities to provide written as well as verbal feedback on the specific modality(s) which the student is experiencing difficulty. Opportunities are created for students to have one-to-one discussions about their next steps in language development. A "Modality tracking" system is created to help the student self-monitor progress.

e. Former ELL students 1 and 2 years after testing continue to receive support in ESL instruction in addition to the testing accommodations previously assigned. These testing accommodations include Extended Day. If the former ELL has an IEP, all IEP accommodations are provided. High quality core instruction continues to be a focus for former ELLs.

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?

ELL students with special needs will be supported through technology to differentiate instruction. This includes but is not limited to the use of SMARTBoards, ST Math, Learning A-Z for grades K-3. In addition, Inquiry work will continue to focus on ELLs including ELL students with special needs. We continue to follow an ELL RTI model to ensure all ELL students benefit with instruction that is high quality as well as culturally and linguistically responsive.

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?

ELLs with special needs participate together with their General Education peers. Our ELL-SWDs have access to all our specials such as library, dance, music, character enrichment, science labs and all school activities. Our ELL students together with their General Education peers have access to SMARTBoards, lap tops, desk tops as well as audio equipment. Our flexibility in scheduling ensures all of our ELL students are supported in reaching their IEP goals.

### 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:			

### 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

Math:				
Science:				

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

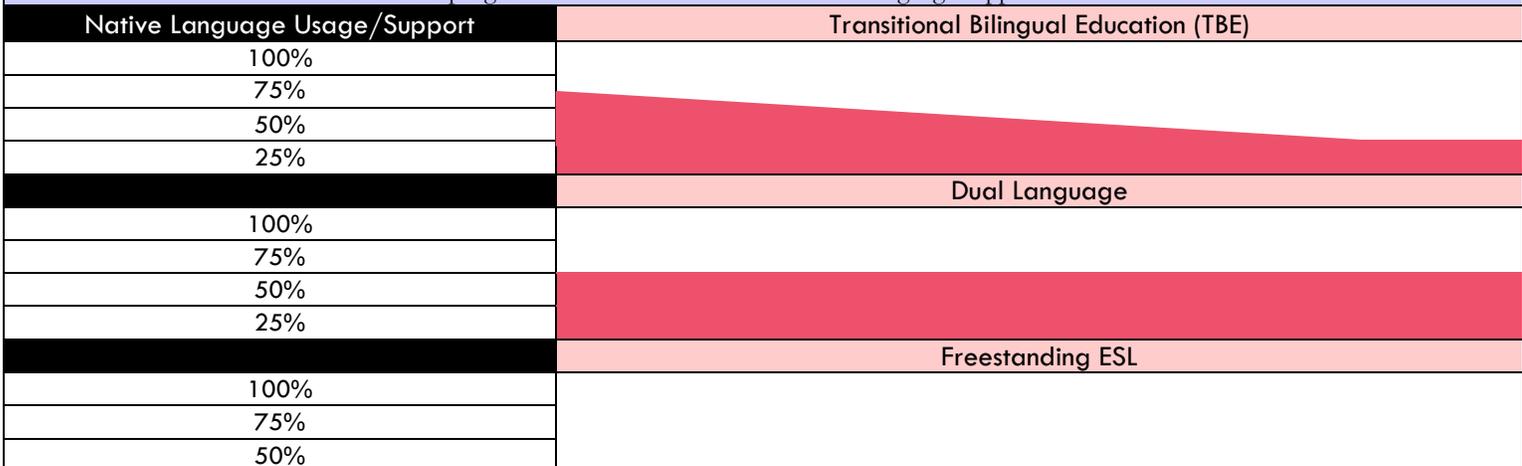
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

### Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

The targeted intervention programs for ELLs in ELA and math as follows:

To support ELL students in math and ELA, Academic Intervention specialists work with students in small group instruction. Programs such as I-Ready, Foundations and ST Math help students meet their instructional goals. In addition, ELL students have access to Readers' Theatre as well as guided reading groups. ELA and math interventions are available within our ReadyGen and Go Math instructional programs.

Science intervention includes access to a grade specific science Lab (K-2 & 3-5). Students practice lessons taught in class through hands-on activities to support comprehension. ESL teachers support classroom teachers by incorporating books with high interest visuals which support the current theme. The Lab teachers were trained in SIOP (Sheltered Instruction Observation Protocol) in spring of 2013 and used methodologies accordingly.

Social studies intervention consists of allowing students to participate in historical presentations. Guest speakers and project-based lessons afford ELL students the opportunity of multiple entry points for lessons.

The native language is primarily Spanish. Students who require support through their native language are assisted by teachers who are familiar with the language. Students are encouraged to share their native language, and peers are encouraged to help students in a comfortable group setting. For students of other languages, we work with the parent coordinator, Sabina Perez, to make contact with individuals in the community as well as family members to lend their culture and language.

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 evaluate the effectiveness of our program by reviewing multiple data sources. We review the NYSESLAT exam which includes a review on how students fared across modalities. We review ELL interim assessments to determine student tiers and plan accordingly. In addition, test simulations and Fountas & Pinnell reading levels are tracked to determine student progress. Student literacy and math portfolios are also analyzed. Student goals are revisited to determine completion. Also, student tasks are analyzed to determine progress.

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

New programs this year include ReadyGen and Go Math which includes targeted interventions for ELLs and students with disabilities.

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

None of the prior ELL student support services have been discontinued.

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

Equal access to all school programs is ensured through flexible, comprehensive scheduling which ensures all ELLs have access to all school programs. After school and supplemental programs include ELL students who have required additional supports to achieve success. During the after school program, intervention kits such as Comprehension Strategies Kit and Essential skills are used to support students.

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

Instructional materials used to support ELL students are: the ESL Component of ReadyGen and Go Math, authentic literature, Readers' Theatre, Foundations as well as on-line-based ST Math. Through ReadyGen, students are provided with fiction and nonfiction authentic literature. In addition, we incorporate a vocabulary tracking system to ensure students are exposed to Tier II and III words. Classrooms are equipped with listening centers ensuring students are able to experience additional language support. Classrooms with ELL students contain SMARTBoards to support ELL instruction.

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

In previous years parent program selection forms called for the implementation of a bilingual class. At that time the native language was supported through the use of Reading Firsts' "Trofeos" program. The Moving Into English ESL portion of reading first supported teachers in implementing ESL and NLA as per Part 154 language allocation. At this time, as indicated by the parent selection forms for 2013-2014, we have ESL program models. In the ESL program models the native language is used to support newcomers, provide clarification when necessary as well as to provide social and emotional support. Additional supports include glossaries, dictionaries, technology, support personnel and Extended Day instruction.

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

Required services and resources support our ELL population as follows:

Our ESL staff is evenly assigned to service students fully as per Part 154. Early language intervention is implemented in our pre-kindergarten program. Programs such as Brain Pop, Ticket to Read and Voyager support students in all grades. Title III program for our ELL students will be implemented after school and on Saturdays. These programs will also service beginners.

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.

Activities to assist newly enrolled ELL students before the start of the year includes:

Parents as well as students participate in a school orientation. During this time, parents and newly enrolled ELLs are provided the opportunity to obtain information about the school as well as the curriculum. Parents and students are then given the opportunity to spend the morning in classrooms to experience a portion of the day observing routines as well as instruction. Parents and students are also provided with informational packets in English and Spanish as well as children's books in English and Spanish parents can read with their children.

18. What language electives are offered to ELLs?

P.S. 310 is a pre-kindergarten to 5th grade school which does not offer a language elective at this time.

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)?

P.S. 310 does not have a dual language program at this time.

## C. Professional Development and Support for School Staff

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

1. Our professional development plan includes training all teachers of ELL students in the Sheltered Instruction Observation Protocol (S.I.O.P.). The S.I.O.P. training will be conducted by a certified trainer. In addition, teachers of ELL students are trained on how to use ELL data to plan and implement effective ESL lessons.

2. Professional development offered to teachers of ELLs to support them in engaging in Common Core Learning Standards include: Participation in grade study meetings on a weekly basis which address the Standards. These meetings are grade specific and allow our teachers of ELLs to tailor their planning to the specific grade they teach. In addition, after school professional development around the Common Core Standards is available to all teachers of ELLs. School wide common prep periods where Common Core Standards are addressed are also available to teachers of ELLs

3. ELL students and their families preparing for middle school work closely with the school guidance counselor to prepare for the transition. ELL students have the opportunity to apply for specialized middle schools which provide high quality course work. ELL students together with their classmates have the opportunity to visit the various middle schools. During the orientation process, various members of the middle school staff inform students about academic expectations and tour students through the facility as well. In addition, middle school personnel representatives have visited P.S. 310 for scheduled parent meetings to inform parents about middle school options and expectations.

4. Jose P training for teachers of ELL students, Special Education teachers as well as non-ELL teachers was conducted during a Saturday all day workshop and continued during a professional development day. The professional development delivered by certified personnel includes but is not limited to topics such as:

- Strategies for developing literacy skills
- Supporting ELL writing
- Supporting ELL reading
- Supporting ELL speaking
- Supporting ELL listening
- Sensitivity training
- Differentiation
- Assessment
- Accountable talk
- Vocabulary development
- Lesson planning

Records will be maintained as evidenced by agendas and sign-in sheets. In addition, formal and informal observations will determine teacher implementation of training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. P.S. 310 provides a comprehensive approach to parent involvement. Parents are provided with a monthly calendar outlining the array of workshops which are developed to support parents' life skills, academic support to help parents support their children academically. Parents are encouraged to become volunteers as well as join the Parent Association. Workshops provided at P.S. 310 are led by school personnel or outside specialists. The workshops offered are designed to meet the needs of our ELL families. These workshops included but are not limited to:
    - Making reading fun
    - Meeting your child's social and emotional needs
    - Preparing for the ELA
    - At home science activities
    - Preparing for the Math State exam
    - Cooking with your children
    - Child abuse prevention
    - Help your child stay healthy
    - Childhood obesity
    - Breast cancer awareness
    - Fire prevention
  2. English Language Learner parents in need of extra support are referred to the Welcome Center at P.S. 9. Parents can participate in ESL classes, computer classes as well as receive immigration services at the center. In addition, by way of the Kingsbridge Heights Community Center, parents have been able to receive Family Day Care training and family counseling. Additionally, bilingual counseling is also made available to parents by way of Good Shepherd and the Jewish Board.
  3. We evaluate the needs of our parents through our Parent Survey. With the support of the P.A. President and the Parent Coordinator, we ensure we meet parent needs by providing life skills as well as strategies to meet their child's academic, social, emotional and health needs. In addition, our Instructional Support Team review special cases with respect to student academic, emotional and social needs to determine what parental supports will help families of ELL students.
  4. Our parental involvement activities address the needs of our parents by providing services and workshops which address specific requests from our parent constituency or from trained staff observations of our student population. A monthly "workshop calendar" is created by the parent coordinator and sent home with students. An inviting atmosphere is created. We provide breakfast, and translators are always present. Parent participation has increased over time as indicated by sign-in sheets.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Marble Hill School**

**School DBN: 10X310**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Cardona	Principal		11/21/13
Grissell Garcia	Assistant Principal		11/21/13
Sabina Perez	Parent Coordinator		11/21/13
Mildred Perez	ESL Teacher		11/21/13
Margarita Hernandez	Parent		11/21/13
Olga Torres	Teacher/Subject Area		11/21/13
Madelyn Vargas	Teacher/Subject Area		11/21/13
Jacquelyn Salcito	Coach		11/21/13
	Coach		1/1/01
Janett Miranda	Guidance Counselor		11/21/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 10x310

School Name: Marble Hill

Cluster: 1

Network: 109

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

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

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

The following systems have been established to to ensure parents are provided with timely information in a language they can understand:

1. Parent coordinator serves as liaison with parents in identifying translation needs.
2. Parent surveys provide furthur information on language preference.
3. Parents from the community who are members of our School LeadershipTeam provide specific language needs information to the team members.

In addition, We review the Home Language Surveys to inform us on parent perferred language. Languages needs are also reviewed by accessing the RBOP report on ATS to check for home language.

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.

All written communication at the home is translated by the secretary into Spanish as 18% of our population is Hispanic. Our findings are:

1. Parents appear to be well satisfied with the written communications in Spanish.
2. Translation is provided in all school meetings and conferences.
3. The availability of translation for all meetings and conferences are regular.
4. The Parent Coordinator works together with the PA President to communicate information to parents.
5. Assistant Principals, Guidance Counslors and School-Based Support Team also provide translation services during conferences as needed.

**Part B: Strategies and Activities**

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

1. All memos and letters will continue to be translated by school staff. Translated memos are distributed in a timely manor in accordance with all our school parent information. Parent memos are translated by school secretaries and the parent coordinator.

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.

1. Oral translation will be offered at all school meetings by bilingual parents, school aides, Assistant Principals, Guidance Counselors and School-Based Support team.

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>.

1. Informational posters were placed in strategic entrance locations in areas throughout the building informing parents about translation and interpretation services.
2. Flyers are available in an information display in the school's lobby in multiple languages.
3. The school ensures all parents have access to school administrative offices regardless of language barriers.
4. When required, our district interpretation unit will assist parents who speak a language that is neither English nor a covered language
5. Parents are advised of parent DOE websites available that support linguistic needs..



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

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 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.

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: 310	DBN: 10x310
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 310 continues to support our English Language learners develop their literacy skills. A review of the NYSESLAT data for 2014 indicates we have 120 ELL students in grades 1-5. 8% are Beginner students, 20% are intermediate students, 49% are advanced students and 23% are Proficient students. Our NYSESLAT data indicates students have deficiencies in the areas of reading and writing. Last year on the ELA, 30% percent of the students taking the exam in grade 3 (presently grade 4) were ELLs. The majority of those students are on levels 1 & 2. In grade 4 (presently grade 5) 21% of students taking the ELA were ELL students with the majority of the students scored on levels 1 & 2. In mathematics, 24% of students in grade 3 (presently grade 4) were ELL students scoring on levels 1 & 2. There were 41% ELL students who took the math test in grade 4 (presently Grade 5) scoring on levels 1 & 2. In mathematics, we need to continue to support our ELL students in developing their mathematical thinking in the area of writing. To support our students in meeting grade level standards, we will create an after school program for Beginner and Intermediate students in grades 1 and 2. A Saturday program will be created for our Intermediate and Advanced students in grades 3, 4 and 5.

The after school program will service 60 intermediate and advanced and proficient ELL students from grades 1 and 2. The goal of our after school intermediate and advanced class will strengthen all four language modalities: listening, speaking, reading and writing (Bilingual /ESL teachers will be recruited).

The program is outlined as follows:

- \* Read Aloud-mini lesson (30 minutes)- comprehension storytelling with vocabulary development  
Mondo Reading Program (Let's Sing About It Oral Language Reading & Writing)
- \* Guided Reading- (30 minutes including independent reading)
- \* Foundations Program- (30 minutes)
- \* Homework Help- (30 minutes)

The after school program for advanced and proficient students will begin at the end of October 29, 2014 through the end of April 2015. These students were selected because they will be taking the ELA in the spring. The program will take place twice a week Wednesdays and Thursdays from 2:40-4:40 p.m.

In addition, Focus funds will be used to continue our Saturday program which will begin the end of January 2015 through beginning of May 2015 from 8:30 to 11:30 a.m. The Saturday program will focus on increasing students' English proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 60 English Language Learners in grades 3-5 will be invited to participate. (Bilingual/ESL teachers will support Common Branch teachers with planning and small group push-in language development support.)

## Part B: Direct Instruction Supplemental Program Information

Students will receive a 2-hour Literacy Block:

- \* Read aloud- Listening with purpose
- \* Mini lesson
- \* Small Group Work (Guided Reading) - (Levelled Literacy Intervention Program)
- \* Sharing
- \* Test Sophistication: writing for the ELA, use of graphic organizers to develop writing pieces.

Students will also receive one hour of intensive math instruction using the following workshop model:

- \* Mini lesson- with active engagement and opportunity for accountable math talk and vocabulary development.
- \* Small Group Work (guided practice and independent work)
- \* Sharing

Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on verbally explaining the process of their mathematical thinking as well as developing mathematics writing about their thinking. Approximately 45 English Language Learners in grades 3-5 will participate in the Saturday program to be supported by two Bilingual/ESL staff members.

## 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:

Many of our ELL students have deficiencies in reading and writing. In an effort to address these deficiencies, we will be providing teachers with professional development on shared reading, guided reading and writing. We will also provide professional development on the use of scaffolding strategies to support beginning writers. This three-part professional development training will be open to all teachers. The two-hour session will be held after school for a total of 6 hours professional development, for teachers involved in any after school program.

Dates	Topics	Provider
September 22, 2014 Monday PD	Using TCRWP(Teacher's College Reading and Writing Program) to Identify Students' Needs	Coach

### Part C: Professional Development

October 20 & 27, 2014 Monday PD	Strategies for Reciprocal Reading	Coach
October 29, 2014 * After School Program 2:35-5:00 p.m.	– Implementing a Balanced Literacy Using Mondo Let's Sing About It Oral Language Literacy Program	Reading Teacher
November 3, 2014 2:35- 5:00 p.m.	Foundations Training	Sp. Ed. Teacher
December 9, 2014	Analyzing Student Work to Determine Next Steps	
December 15, 2014 Monday PD	Unpacking NYS Language Progressions	ESL Teacher

### 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: [NN](#)

Parent workshops will be provided to support and encourage parents to engage in story telling at home with students. Parents will be provided with read aloud books to share with their children at home to support vocabulary development. Parents will be informed of workshop availability by way of flyers and phone calls. (All communication sent is translated).

Dates	Topics	Provider
10/02/14	Understanding Your Child's Reading Level and How to Improve it through Read Alouds in any language	Literacy Coach/ESL Staff
10/07/14	Using the Library as a Resource (for Ell Parents)	Librarian
03/12/15	NYSESLAT for Parents of ELLs	ESL Staff

In addition, a parent ESL class will be taught on Saturdays using supplemental funds, commencing January 2015 through May 2015 from 8:30-11:30 a.m, and the class will be provided by an ESL teacher. It will be aligned to our Saturday Program for students.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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