



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 10X360
School Name: P.S. 360
Principal: IRIS ALDEA-POLLACK (I.A.)

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 360 School Number (DBN): 10X360
School Level: Elementary Grades Served: Pre-Kindergarten to 5th Grade
School Address: 2880 Kingsbridge Terrace, Bronx, New York 10463
Phone Number: (718) 548-1511 Fax: (718) 548-1536
School Contact Person: Iris Aldea-Pollack Email Address: laldeaP@schools.nyc.gov
Principal: Iris Aldea-Pollack (I.A.)
UFT Chapter Leader: Clare Reilly
Parents' Association President: Veronica Suarez
School Leadership Team
Chairperson: Denise Scarano
Student Representative(s): N/A

District Information

District: 10X Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 511 Network Leader: Jorge Izquierdo

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Iris Aldea-Pollack (I.A.)	*Principal or Designee	
Clare Reilly	*UFT Chapter Leader or Designee	
Veronica Suarez	*PA/PTA President or Designated Co-President	
Digeda Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Laure Sambolin	Member/P.A. Treasurer- Parent	
Christine Napolitano	Member/ P.A. Secretary- Parent	
Lisi Bisono	Member/ Parent	
Elizabeth DeJean	Member/ Staff UFT	
Denise Scarano	Member/ Chairperson –Staff UFT	
Ingred Jimenez	Member/ Title I Representative Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

- a. Tenet 1: District Leadership and Capacity
- b. Tenet 2: School Leader Practices and Decisions
- c. Tenet 3: Curriculum Development and Support
- d. Tenet 4: Teacher Practices and Decisions
- e. Tenet 5: Student Social and Emotional Developmental Health, and
- f. 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:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- A. 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.
- B. School strengths, accomplishments, and challenges.
- C. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 360 is located in the Kingsbridge Heights section of the Bronx. The school opened on September 9, 1999. It was built to reduce some of the overcrowding that existed in Community School District Ten. For the first five years, P.S. 360 was a limited choice school, drawing its students from P.S. 86 and P.S. 310. Beginning September 2004, P.S. 360 was assigned a zone of its own.

In June, 2014, our 6th grade was truncated. In September, 2014, P.S. 360 opened two additional Pre-Kindergarten classes. One Pre-K class is an Integrated Co-Teaching (ICT) class. This school year there was also a need for an additional kindergarten class. An integrated co-teaching (ICT) class was created.

The school presently serves is 490 pre-kindergarten to 5th grade students of diverse cultural backgrounds. Thirteen percent (13%) of the students are English Language Learners and twenty one percent (21%) are special needs students. The school is a bright, well-kept building that is made barrier free because it contains two elevators.

Our School Mission: P.S. 360 is a Circle of Learners. Our circle consists of students, staff, families, and the neighborhood community at large. For the circle to remain unbroken, we must:

- Set and build the foundation for a love of independent lifelong learning.
- Strive to meet and maintain standards of excellence through consistent hard work.
- Provide a nurturing and safe environment that celebrates all students, their achievement and diversity.

P.S. 360 Statement of beliefs and values:

We believe that if our circle is to remain unbroken we must work collaboratively to achieve student excellence. We understand that for all students to be productive they must be sustained in an environment that is safe and therefore allows risk taking. This environment maintains a deep respect for diversity. For it is in diversity that intelligence, creativity, and curiosity grow and flourish.

We know that learning is a life long journey. In order for our community to assure that all our students become engaged in the journey, we must cultivate:

- A strong parent-teacher pact
- A rigorous curriculum
- Assessments and evaluations that drive instruction
- Students who are critical thinkers and work independently
- Staff that continues to grow professionally
- Parents who are seekers of knowledge
- Resources(i.e. Books, technology)
- Child centered learning environments
- Respect for all living creatures and their habitats

P.S. 360 has long standing collaborations with several community based organizations including Kingsbridge Heights Community Center, N.Y.C Police Department, N.Y.C. Fire Department, Dial-A-Teacher, Fresh Air Fund, and Pennies For Patients. Additionally, P.S. 360 collaborates with Target Stores. P.S. 360 was awarded a Target library makeover grant. Its partnership with the Foodbank for NYC provides the P. S. 360 community with a monthly Meals for Minds Program.

School Strengths: Through strong and insightful leadership, P.S. 360 has accomplished the following:

- ❖ Insightfulness in understanding how students learn and developing
- ❖ School life that is closely monitored and reflects the schools highest expectations as demonstrated by student work and classroom environments
- ❖ Collection and use of data to identify areas for improvement
- ❖ Strategic budgeting, resource and staffing decisions lead to high quality appointments and the right person for the right job to impact student achievement.
- ❖ Carefully differentiated professional development enables teachers to improve their instruction and help students progress more rapidly.
- ❖ Guidance and other support services to meet students' needs.
- ❖ Collaboration and sharing of resources and practice leading to improved instruction.
- ❖ Teachers are accountable for student progress and constantly revise their practice to improve student outcomes.
- ❖ The school shares goals in a way that enables all community members to understand them and support their achievement.
- ❖ The school tracks student achievement and provides individualized support where necessary

School Accomplishments

- On- going Professional Development to support staff in developing quality unit plans and delivering in-depth, rigorous lessons to students using various methods of differentiation.
- AIS intervention service across the grades to students who are at- risk.
- Providing adequate materials and supplies to teachers for use with students.
- Opportunities to participate in open-access periods to the school library two times daily.
- High staff retention provides support and consistency for our students.

School Challenges:

1. Lack of an auditorium, a regulation size gym and playground hinder our ability to offer students quality programs in Physical Education and the arts.
2. The number of students entering in grades PreK-5 from other countries whose achievement gaps are at least two years behind the norm.

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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		89.9%	% Attendance Rate	91.9%
% Free Lunch		90.0%	% Reduced Lunch	3.4%
% Limited English Proficient		12.0%	% Students with Disabilities	20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	11.4%
% Hispanic or Latino		84.2%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.0%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.7%	Mathematics Performance at levels 3 & 4	13.4%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	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		

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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	89.9%	% Attendance Rate		91.9%
% Free Lunch	90.0%	% Reduced Lunch		3.4%
% Limited English Proficient	12.0%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.4%
% Hispanic or Latino	84.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.7%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)	71.7%	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			

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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		89.9%	% Attendance Rate	91.9%
% Free Lunch		90.0%	% Reduced Lunch	3.4%
% Limited English Proficient		12.0%	% Students with Disabilities	20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	11.4%
% Hispanic or Latino		84.2%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.0%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.7%	Mathematics Performance at levels 3 & 4	13.4%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	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		

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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	89.9%	% Attendance Rate		91.9%
% Free Lunch	90.0%	% Reduced Lunch		3.4%
% Limited English Proficient	12.0%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.4%
% Hispanic or Latino	84.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.7%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)	71.7%	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			

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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		89.9%	% Attendance Rate	91.9%
% Free Lunch		90.0%	% Reduced Lunch	3.4%
% Limited English Proficient		12.0%	% Students with Disabilities	20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	11.4%
% Hispanic or Latino		84.2%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.0%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.7%	Mathematics Performance at levels 3 & 4	13.4%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	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		

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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	89.9%	% Attendance Rate		91.9%
% Free Lunch	90.0%	% Reduced Lunch		3.4%
% Limited English Proficient	12.0%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.4%
% Hispanic or Latino	84.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.7%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)	71.7%	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			

10X360 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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	89.9%	% Attendance Rate		91.9%
% Free Lunch	90.0%	% Reduced Lunch		3.4%
% Limited English Proficient	12.0%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.4%
% Hispanic or Latino	84.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.7%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)	71.7%	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			

10X360 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	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		89.9%	% Attendance Rate		91.9%
% Free Lunch		90.0%	% Reduced Lunch		3.4%
% Limited English Proficient		12.0%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.2%	% Black or African American		11.4%
% Hispanic or Latino		84.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White		2.0%	% Multi-Racial		0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		17.7%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	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			

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.	H
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.	H
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.

The principal, coaches and teachers work together to create and provide students with challenging, highly effective instruction that is differentiated to meet students' individual needs. Curriculum and instruction is appropriately aligned to the CCLS in Pre-K to 5th grade.

Part 2 – Annual Goal

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

By January, 2015, the students, with a special concentration in Special Education, ESL and the bottom 1/3 of students, will increase their proficiency percentage in reading by two levels as measured by DRA scores and in-house teacher made MOSL Scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Professional development will be provided in creating lessons with appropriate ELA and Math Tasks which align to the CCLS and include differentiated entry points for students to access lesson information for independent learning and final products. Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, and research projects. Teachers will review and analyze various data to inform instruction for student at different levels.</p>	Teachers of Special Education Students, ESL Students and the bottom 1/3 of students.	September, 2014 to June, 2015	Principal, Instructional Coaches and Consultants
<p>Professional development will be provided by coaches, consultants and DOE for K-2- Core Knowledge, DOE for 3-5 Expeditionary Learning and Houghton-Mifflin-Harcourt for K-5 Math in Focus.</p>	Teachers of Special Education Students, ESL Students and the bottom 1/3 of students	September, 2014 to June, 2015	Instructional Coaches and Consultants
<p>Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends to inform their instruction</p>	Teachers of Special Education Students, ESL Students and the bottom 1/3 of students	September, 2014 to June, 2015	Instructional Coaches and Consultants
<p>AIS services will be provided to targeted students in testing grades, as needed, to help with student progress and improvement. AIS services are provided on a limited basis, due to budget cuts.</p>	SPED, ESL and targeted students	September, 2014 to June, 2015	Administration , and Teachers

Part 4 – Resources Needed

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

- Grade and program appropriate materials will be provided for teachers and students.**
- Per-diem rate teachers for coverage of classroom teachers attending workshops.**
- Common prep periods at least once per week to allow for unit planning.**
- Meeting time once per week to allow for student work analysis of assigned tasks.**
- Professional Development time once per week for entire staff.**

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	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

By June, 2015, 80% of the Special Education teachers and the Self-contained ESL teacher will align instruction to the CCLS with appropriately differentiated ELA and Math Tasks.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
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.	H
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:

- 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.

The school has an effective communication system for keeping parents fully informed of school activities and their children’s progress, which results in high support for the school.

Teachers employ a highly collaborative approach by expertly conferring with students to discuss their work to involve them in a self-assessment process. Teachers support students to address their social emotional needs through literature and discussion.

School realizes that additional personnel and time is needed to address student social/emotional issues.

Part 2 – Annual Goal

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

By June, 2015, a full time social worker will service 80% of the at-risk student population to address social/emotional needs, as measured by a 10% decrease in Online Occurrence Reports filed by the school for students who do not have an IEP.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Social worker will work with teachers in grades 3 – 5 to incorporate a story time session that addresses a targeted social/emotional need.	SWD and at risk students	October, 2014 – June, 2015	Guidance Department
Various visual aids including storytelling, Theatre Moves Program and writing so that students learn how to become more expressive in discussing their feelings.	All students K-5	October, 2014 – June, 2015	IEP Liaison, Teachers, Administration, and outside agency
Teachers have started a class newsletter so that parents are aware of various activities and thematic units. On Tuesdays, teachers call parents to participate in a variety of workshops/activities being held at the school. Parent Coordinator provides a monthly calendar of workshops and activities in English and Spanish for parents.	All students K-5	October, 2014 – June, 2015	Administration, Teachers and Parent Coordinator
Students will have writing celebrations concerning their achievements towards respect for all and learning how to trust each other and adults in the building. Parents and staff will be invited to the celebration. The school will use the Environmental Learning Survey to determine future needs.	All students K-5	October, 2014 – June, 2015	Instructional Coaches, Teachers, Administration, Parent Coordinator

Part 4 – Resources Needed

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

Teachers, Social Worker, literature, student materials, outside agency.

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	P/F Set-aside	Grants
---	----------	---	---------------	-----------------	-----------	-----------	---------------	--------

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

Part 6 – Progress Monitoring

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

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

By January, 2015 there will be a 10% decrease in the number of students held for lunch detention.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Continuous reflection and collaborative structures between principal and staff lead to a successful evolution of priorities.

Teachers work in grade level teams and meet consistently to analyze data, plan lessons and identify strategies to improve the achievement of their students, particularly in the area of vocabulary development, grammar and mechanics. They use their findings to revise their planning to improve instructional practice. This is evident in students' increased use of "tier 2 vocabulary words when they write and speak.

Part 2 – Annual Goal

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

• By April, 2015, 50% of the teachers will deepen their understanding of utilizing effective reading comprehension and vocabulary practices to increase student performance by 5% as measured by the ELA and Math State Tests.

Part 3 – Action Plan

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

<p>instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>B. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>C. Strategies to increase parent involvement and engagement</p> <p>D. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>A Lit-Life Lab site will be created in grade 3.</p> <p>A Japanese lesson study group consisting of teachers in kindergarten through 3rd grade will meet with network consultant to deepen their understanding of creating and delivering effective lessons.</p>	One teacher per grade level.	November, 2014 to June, 2015	Principal, Instructional Coaches, Consultants
<p>Principal, Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends to inform their instruction.</p>	All Teachers	September, 2014 to June, 2015	Principal, Instructional Coaches, Consultants
<p>AIS services will be provided to students in testing grades, as needed, to help with student progress and improvement.</p>	Identified Students	September, 2014 to June, 2015	Teachers, AIS Providers
<p>Teachers will collaborate, by grade level, to analyze student work in ELA and mathematics in developing, delivering and revising lesson plans to support student learning.</p>	All Teachers	September, 2014 to June, 2015	Teachers and Instructional Coaches

Part 4 – Resources Needed

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

Principal, Coaches, Aussie Consultant, instructional supplies, after school programs, AIS Providers, Data Specialist and Inquiry team.

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		P/F Set-aside		Grants
---	----------	---	---------------	--	-----------------	--	-----------	--	-----------	--	---------------	--	--------

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

--

Part 6 – Progress Monitoring

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

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

By January, 2015, teachers will review and analyze all student data including Benchmark Assessment, student portfolios, and research projects, to determine student progress.

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:

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	H
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.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
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.	H

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.

The principal provides effective, actionable feedback which teachers use to enhance their skills and knowledge in order to promote professional growth and reflection. The school received feedback from the network showing that teachers needed support in checking for student understanding. In addition, teachers completed a needs assessment survey which identified areas for further development. The principal tailors a differentiated professional development plan for teachers that results in improved practice.

Instruction is routinely monitored and the learning outcomes of students are used to make recommendations for refinement of teaching strategies.

Part 2 – Annual Goal

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

By May, 2015, 50% of the teachers will be rated effective in Danielson 3D, using assessment in instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Principal will develop classroom observation schedule.	All Teachers	October, 2014- November, 2014	Administrative Team
The Principal and A.P. will observe teachers using the Advance System of Teacher Evaluation to monitor the quality of teaching and will provide feedback to teachers based on the results.	All Teachers	October, 2014 – May, 2015	Administrative Team
The Principal and A.P. will conduct focused walkthroughs and give actionable feedback based on the results. Targeted Professional Development on Danielson, and specifically Domain 3D.	All Teachers	Sept., 2014 to <u>June, 2015</u> January, 2015 to June, 2015	Administrative Team
The Coaches will be available to support teachers to improve practice as per the feedback they receive.	All Teachers	September, 2014 to June, 2015	Administrative Team and Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Copies of “Danielson Framework for Teaching” for all teachers. Use of Teacher guides for instructional programs being utilized in school, student workbooks; Ready, Progress Coach, Crosswalk Coach, and Rally, all of which are aligned to the CCLS.

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		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
By January, 2015, teachers will demonstrate stronger strategies of checking for student understanding.
Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
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.	H
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.	H
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.	H

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.

P.S. 360 provides high quality parent workshops which support parents in understanding the CCLS and Shifts, Understanding Assessments, curriculum and ways to support their children’s success through the grades. P.S. 360 clearly conveys its high expectations about homework, attendance and behavior through a variety of communication processes including monthly calendars, progress reports and family communication logs.

Each year there has been an increase in parent participation.

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 80% of Parents will have an understanding of the Common Core Standard Shifts and new curricula in ELA and Math through workshops and meetings scheduled monthly from October, 2014 to June, 2015.

A 5% increase in parent attendance at workshops, school events and usage of library resources.

Parent workshops will be provided around the transition of students to middle school.

--

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> g. Research-based instructional programs, professional development, and/or systems and structures needed to impact change h. 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). i. Strategies to increase parent involvement and engagement j. Activities that address the Capacity Framework element of Trust 			
Parent Coordinator will arrange/conduct workshops such as CPR, Fire Prevention, Middle School Application Process, Fresh Air Fund Presentation, Poison Control	Parents	September, 2014- June, 2015	Parent Coordinator
Coaches will conduct parent workshops on CCLS shifts, curriculum and supporting the academic growth of child(ren), and will provide parents with information and engage in discussing and learning the CCLS shifts and be able to use practical ways at home to help their child(ren)	Parents	September, 2014- June, 2015	Literacy and Math Coach
Computer workshops will be offered to parents	Parents	September, 2014- June, 2015	Computer Teacher
Librarian will hold workshops for parents and families.	Parents, students	September, 2014- June, 2015	Librarian

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Literature on CCLS and shifts to be sent home. Literacy and Math Workshop materials will be provided to parents for their use at home with their child(ren). Follow up with parents on how they were able to apply what they learned and what supports they require. The librarian will conduct weekly workshops, i.e. “Family Friday Library Time” for parents with their children, will conduct “Family Reading Nights” four times per year, maintain the Parent Library Resource Room and support parents as needed.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

All workshop attendance and feedback will be monitored and reviewed after workshops occur. Mid-year parent needs assessment will be distributed and used to provide additional workshops and supports for parents. Attendance goals will be assessed and adjustments made to ensure additional parental response.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, observations, student work, mid-year assessments and benchmarks are used to determine additional /continued support.	Service is provided using the Balanced Literacy approach. Small groups and tutorials are based upon children’s needs.	Delivery is provided through small group and individual instruction. New York State Coach English Language Arts materials are used along with other appropriate materials to support academic achievement.	Service is provided in cycles during the school day and after school
Mathematics	Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, student observations; student work, mid-year assessments and benchmarks are used to determine additional /continued support.	Service is provided in small groups and also on individual basis where appropriate.	Delivery is provided through small group and individual instruction. New York State Coach Mathematics materials are used along with other appropriate materials to support academic achievement.	Service is provided in cycles during the school day and after school.
Science	Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, observations, student work, mid-year assessments and benchmarks are used	Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Delivery is provided through small group and individual instruction. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic	Service is provided in cycles during the school day and after school.

	to determine additional /continued support..		achievement.	
Social Studies	Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, observations, student work, mid-year assessments and benchmarks are used to determine additional /continued support.	Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement	Delivery is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Service is provided in cycles during the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services are provided based upon documentation obtained at registration, IEP mandated services, 504 approved service.	<p>The School Psychologist provides small group counseling to students at risk and identified by classroom teachers.</p> <p>The Social Worker provides 1:1 and small group sessions to students on her roster. She also provides service to students as needed.</p> <p>The School Nurse provides service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.</p>	<p>The School Psychologist delivers small group counseling to students at risk and identified by classroom teachers.</p> <p>The Social Worker delivers 1:1 and small group sessions to students on her roster. She also provides service to students as needed.</p> <p>The School Nurse delivers service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.</p>	<p>The School Psychologist is present 3 days per week.</p> <p>The Social Worker is present 5 days per week.</p> <p>The School Nurse is present 5 days per week.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Strategies for recruitment include but are not limited to:**
- Administrator(s) attendance at Job Fairs sponsored by the DOE
 - College liaison contacts
 - Professional recommendations by colleagues

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.S. 360 provides onsite professional development and continually sends staff to various academic training sessions where appropriate.
Staff members then share their learning both formally and informally through full staff meetings and grade level meetings.
Professional development is turn-keyed by staff members who attended professional development.
Professional development is key to the process of increasing staff knowledge which in turn benefits students' progress.
Professional development is provided on chancellors' conference days, Monday Professional Development, common preps and individual meetings with teachers where appropriate.
The principal, assistant principal, coaches, teachers, and paraprofessionals attend outside training sessions where appropriate.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Preschool Transition Plans include but are not limited to: early registration with student in attendance, individualized assistance for registration, half-day transition at the beginning of the year. Parents are encouraged to participate in the transition process and are allowed to escort students to the classroom at the beginning of the year. Students have lunch in their classrooms for the first half of the year. Ongoing parent workshops to provide support around expectations, curriculum and assessment.

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.

Teachers are provided with professional development around curriculum, use of multiple assessment measures, and analyzing test results.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	438,885.00	X	p.10, p. 13, p.16, p.19, p.22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	105,171.00	X	
Title II, Part A	Federal			
Title III, Part A	Federal	11,200.00	X	p.10,

Title III, Immigrant	Federal	1,464.00	X	
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades 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. 360]**, 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:

P.S. 360's Parent Involvement Policy

To promote parent involvement between the 360 families and school community in order to positively affect the educational outcome of all students at P.S. 360:

- Support parents in their role as the first teacher, through workshops and experiential activities.
- Assist in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- Support the parent association with technical assistance, in order to help parents comply with the Chancellor's Regulations.
- Raise the level of awareness of grade level expectations, through the dissemination of information and literature on standards and assessments.
- Empower parents in their key role as partners in the decision-making process of educational policies and practices.
- Promote the home/school/community partnership by providing structured activities and workshops, which include but are not limited to: State Standards, curriculum, state and city assessments used to measure student progress, the use of technology, and parenting skills.

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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

School-Parent Compact (SPC) Template

P.S. 360, 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

To offer a flexible number of meetings at mutually convenient times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about programs via

- meetings (i.e. annual Title I School Wide Programs meeting, Curriculum Night meeting, etc.)
- workshops (monthly or bimonthly)
- parent brochure
- parent bulletin board
- flyers

To recruit, and support parents in school wide planning and decision making process, e.g.,

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Programs
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation,
 - family room
 - parent lending library
 - parent or staff translators at meetings
 - access to staff via telephone and appointments
 - ongoing and immediate access to school parent coordinator

To provide performance profiles and individual student assessment results for each child and other pertinent individual, school and regional educational information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through:

- Parent-teacher conferences, open houses, calendars and newsletters

To provide on-going learning opportunities for parents and families:

- Workshops related to curriculum, student achievement, standards of academic performance, and promotional standards, e.g.
- ESL Meetings

To create a safe and supportive learning environment with well planned materials which appropriately challenge students.

To provide Academic Interventions Services for students not meeting the grade appropriate standards.

To provide extensive professional development to teachers in order to promote high quality curriculum instruction.

II. Parent Responsibilities

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child reading practices, teaching and learning.

To work with his/her child on assignments; read with Pre-kindergarten through 1st grade students for 15 to 20 minutes

each day;

Assure that grade 2 and 3 students read for 20 to 30 minutes daily and grade 4-6 students read for an hour daily.

To share the responsibility for improved student achievement.

To communicate with his/her child's teacher about their educational needs.

To make literacy development a family focus:

-encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)

-read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or

book equivalents each year (e.g. books, magazine and newspaper articles).

-utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling).

To make math development a family focus:

-increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework) .

-encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).

To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects).

- attend curriculum meetings
- quarterly report cards
- reasonable access to staff
- opportunities to volunteer and participate in their child's class
- participation in school programs, advisory and decision making committees
- schedule observation of classroom activities

To be aware of and monitor his/her child's daily school attendance and punctuality.

To supervise and monitor his/her child's:

- television watching
- video game playing
- internet use

To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.

To become familiar with school, city and state wide assessments (e.g., DRA, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.

To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.

To become familiar with and support the school dress code, discipline code and safety plan procedures.

To provide the school with information on the types of workshops you need or want provided.

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 360	DBN: 10X360
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 64
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

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:

An after-school and/or Saturday ESL program that will be taught by two ESL certified teachers. The program will be a content based ESL social studies program about the Borough of the Bronx and specifically the Kingsbridge section of the Bronx, the community where the student live. Students will listen, read, write and speak about a topic. Students will further their reading, writing, speaking and listening skills in the classroom using books and materials that are aligned to the Common Core Standards. Fifty percent (50%) of the students in grades 1-5 are advanced or intermediate in English. The kindergarten students are at beginning level of English language acquisition. The language of instruction is English.

The classes will meet after school two days per week on Wednesday and Thursday for one hour each day and on one Saturday every 4 weeks from January to May. There will be two trips to Bronx museums and other cultural and historical centers for the purpose of collecting data and research and growing academically. Students oral, reading and written language skills will be demonstrated and assessed during student presentations aligned to the topic the students studied and demonstrating the content they learned. Family members will be invited to attend the student presentations.

PS 360 has approximately 488 students enrolled in Pre-Kindergarten to sixth grade. Approximately 64 students, or 13 %, are English language learners.

Twenty two (22) kindergarten, twelve (12) first grade, eight (8) third grade, ten (10) fourth grade and eight (8) fifth grade students will be invited to participate in the program.

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

Part C: Professional Development

Begin description here:

The Principal will provide professional development for teachers who instruct ELLs during the professional development time set aside every Monday per the UFT contract. Three one-hour sessions will be planned. The teachers will learn ESL methodologies that are effective with English language learners and how their students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, discuss and interpret information.

Classroom teachers who participate in the Title III program will learn how to support students who are learning a content and a new language at the same time. They will be able to provide the support necessary at the word level, the sentence level and at the text level for students to meet the NYS Common Core Learning Standards. Teachers will learn differentiated scaffolds that are necessary to help make rigorous grade-level curriculum accessible to English language learners.

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:

Parent workshops are planned for the parents of ELLs. There will be one workshop each month from January to April. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be provided by the math and literacy coaches and the ESL teacher. They will be conducted in English and Spanish and parents of English language learners in all grades will be eligible to attend. They will be held during the day and evening hours to make them convenient for parents to attend.

The workshops will be provided by ESL certified teachers. Parents will be notified via the school parent calendar, newsletter and flyers and postings in the school library website in their preferred language of communication.

Part E: Budget

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

Allocation Amount: \$0

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

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

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

Part I: School ELL Profile

E. School Information [i](#)

District 10	Borough Bronx	School Number 360
School Name P.S. 360		

F. 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 Nancy Rodriguez Lewis	Assistant Principal Iris Aldea-Pollack
Coach Denise Scarano	Coach Clara Kaplan
ESL Teacher Malikh Ifill - ESL	Guidance Counselor Leena Haber
Teacher/Subject Area Lindsey Grela - ESL	Parent Arielis Fernandez
Teacher/Subject Area Carmen Perez Ortiz - ESL	Parent Coordinator Minerva Rojas Polite
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	500	Total number of ELLs	60	ELLs as share of total student population (%)	12.00%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	49	1	4	11	0	3				60

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	49	1	4	11	0	3	0	0	0	60
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	8	7	9	11	11	8							59
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	7	9	11	11	8	0	0	0	0	0	0	60

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)	5	6	1	3	3	3	4							25
Intermediate(I)	0	1	3	2	2	1	0							9
Advanced (A)	0	2	3	4	6	7	4							26
Total	5	9	7	9	11	11	8	0	0	0	0	0	0	60

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1			8
4	9	1			10
5	5				5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		2						8
4	8	1	2						11
5	4	3	1						8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools utilized at our school to assess early literacy skills is the DRA. The DRA scores for our ELLs in grades 1-3 are as follows: The 12 first grade students in the 1st/2nd grade bridge class, did not meet the promotional criteria for the fall DRA. Their levels ranged from Level A to Level 6. Similarly, the 11 ELLs in the second grade did not meet the promotional criteria for the fall DRA.

Their levels ranged from Level A and 1 (for newcomers) to Level 10 (for Intermediate and Advanced students). The data gained from these assessments provides teachers with a good idea of how well ELL students are developing English language skills. Teachers use students' strengths to build on their areas of deficit. Guided reading groups are formed based on this data, as well as plans for small-group instruction. DRA information is used in the same fashion for our ELLs in third grade. The three advanced students and two of the intermediate students in the third grade met promotional criteria on the fall DRA. The remaining 8 Intermediate students and 2 Beginner students did not meet promotional criteria. The third grade students will be placed in small reading groups according to this information, and with students who have similar needs. Overall, the DRA scores for the school's lower grades indicates that there needs to be a high emphasis on reading instruction this school year. Teachers will be working on building vocabulary, strengthening comprehension, and fostering an appreciation for reading.

6. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Since the start of the 2013-2014 school year, 35 newly admitted students have been given the LAB-R. Of those 35 students, 11 were identified as ELLs. These 11 students are all at the beginner level, with two students able to answer only a few questions in English. The 2013 NYSESLAT results show that out of 60 English language learners, 26 students, or 43%, scored as Advanced, narrowing the gap between Beginning and Intermediate students and Advanced. There are 11 Beginners - 1 in kindergarten, 2 in first grade, 1 in third grade, 1 in fourth grade, 2 in fifth grade and 4 in sixth grade. There are 9 Intermediate students - 1 in first grade, 3 in second grade, 2 in third grade, 2 in fourth grade, and 1 in fifth grade. There are 26 advanced students - 2 in first grade, 3 in second grade, 4 in third grade, 6 in fourth grade, 7 in fifth grade, and 4 in sixth grade. Overall, the students performed better in the Listening and Speaking modalities, than in Reading and Writing.

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

The focus of ESL teachers and support staff will be on raising the Reading and Writing scores of the students in all proficiencies with more professional development and workshops focusing on differentiated instruction for our ELL students. In addition, the speaking and listening abilities of Beginners and Intermediates will be monitored and fostered through activities in vocabulary building, oral presentations, selective listening, and other language building lessons. Our Freestanding ESL program will also be adjusted to meet the needs of students in order to further develop these skills.

8. For each program, answer the following:
- k. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - l. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - m. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. Freestanding ESL program

a. (1) The 2013 NYSESLAT indicates the following: 3 students in grades K-2 and 7 students in grades 3-5 scored proficient. The largest group of students represented were students who did not pass but moved up a proficiency level or two. Twenty three students were in this category: 1 in first grade, 6 in second grade, 5 in third grade, 4 in fourth grade, 4 in fifth grade and 3 in sixth grade. These students have been identified by the ESL teachers and plans for modified instruction are being implemented by these teachers and support staff in order to help them make successful gains this year.

a. (2) Some ELL students who have only been in the country for a year or less are able to take some State Tests, such as the Math test, in their native language. After analyzing the Math scores of our students, we can conclude that students taking the test in English are faring almost the same as students taking the test in their native language. In grades 3-5, we saw that the majority of ELL students scored in the same range as the rest of the school: Level 2. Students who took the test in English and scored Level 2 are either at the Intermediate or Advanced level as per the NYSESLAT. Students who took the test in their native language and scored Level 2 were non-SIFE ELLs who entered the school with high levels of literacy in Spanish. Their proficiency levels on the NYSESLAT range from Beginner to Advanced. Students who took the test in English and scored Level 3 or 4 are all at the Advanced level of English proficiency. A fifth grade student who took the Math test in his native language also scored at Level 3; his proficiency level on the NYSESLAT is Intermediate. We had ten ELLs in grades 3-5 who scored Level 1. Four students took the test in English: two third graders who are hold-overs this school year, one fourth grader who was in a self-contained special education class, and one fifth grader who has been recommended for District 75 placement. The remaining six students took the test in their native language, and all six have been identified as SIFE students. These students had some reading skills in the native language, but were not on grade-level in terms of math content.

b. The progress of ELLs will be monitored throughout the year using various assessment tools, including the ELL Periodic Assessment. This assessment, given in English only, provides ELLs with questions similar to the NYSESLAT. The results of these assessments are used in a way similar to that of past NYSESLAT results: we look to see what modalities and what part of the modality are giving the students trouble. From

there, we can modify instruction to address these specific skills.

c. The results from the Periodic Assessments correlate with the results that we see on the NYSESLAT: students are performing better on the Listening section than in the Reading and Writing sections.

9. 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](#).)

After initial assessments, and acquiring the educational history from parents, students are then placed in groups with a plan for systematic academic instruction based on the assessment information. Strengthening classroom instruction is key to supporting English language learners who are at risk or who are experiencing difficulties. Student progress is monitored and is used to make educational decisions about changes in goals, instruction, and/or services.

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

Classwork and homework is routinely differentiated to accommodate the needs of English language learners, particularly those in the Beginning and Intermediate levels of language acquisition. There is a plan for gathering information through informal and formal assessments. These assessments are analyzed at regular intervals when setting benchmarks and interpreting progress.

11. For dual language programs, answer the following:

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

N/A

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

We evaluate success in our ELL programs by monitoring student improvement on informal and formal assessments, such as DRA, baseline writing, state tests, and the NYSESLAT. Specifically, with the NYSESLAT, we take note of the students who moved to a higher proficiency level, those who stayed at the same proficiency level, and those who went down a proficiency level. For the students who improved a level or two, we not only analyze the students' strengths, but also the strategies that were used during the year to build that proficiency. We make sure to continue using those strategies and activities in the next year to promote success for all students. We also analyze the scores of the students who stayed at the same level or went down a level so we know what modalities to target in the next year. In addition, we discuss any reasons that could account for the students' performance and make efforts to address them.

Part IV: ELL Identification Process

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

3. 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 parents of students who are newly enrolled in the New York City school system are required to complete a Home Language Identification Survey (HLIS). This survey is used to identify students who may have limited English proficiency. In addition to the HLIS, oral interviews, in both English and the native language, are administered. Both the HLIS and oral interviews are conducted by the certified ESL teacher, Ms. Natalie Bergen, and the bilingual assistant principal, Ms. Iris Aldea-Pollack. If the survey indicates that a language other than English is used in the home, then the ESL teacher administers the revised Language Assessment Battery (LAB-R) to the student within ten (10) days of registration. The LAB-R is used to determine placement. The results of the exam indicate whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R, by the assistant principal, to determine language dominance.

4. 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.

Parents of students who are identified as entitled are sent entitlement letters informing them and inviting them to participate in a parent orientation session and/or individual meetings with the ESL coordinator, Ms. Natalie Bergen, or the assistant principal, Ms.

Iris Aldea-Pollack. The orientation sessions are given in English and in Spanish. If another language is required, arrangements are made through the Translation and Interpretation office. During these sessions, parents are shown the orientation video in their home language and informed of the different types of programs and services available for their children; Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language programs are explained in detail. Upon learning about the three different programs, parents are required to complete a Parent Survey to verify their participation in the session and a Program Selection form to indicate their program preference. These written forms are printed in English and in the native language. We would use the following outreach plan should and if we had to inform a parent who had previously expressed interest in a TBE/DL program that the program was now available: A list is kept on file of parents who were interested in a program other than the Freestanding ESL program currently available at our school. If a TBE/DL program was to become available at our site, parents on this list would be called and a letter would be sent home informing them to come to the school for a meeting. At the meeting, we would explain the new program and give the parents an opportunity to request that their child be moved to it.

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

All parent notification letters and program selection forms are maintained and filed in the ESL coordinator's classroom. The Parent Coordinator, as well as other designated school personnel, are able to access these forms and checklists throughout the year. Careful record keeping and organization ensures that notification letters are distributed on time and Parent Survey and Program Selection forms are returned. If a parent does not participate in the parent orientation session, we continually follow-up and invite him or her to meet with the ESL coordinator and/or assistant principal individually.

6. 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.

Completed program selection forms are carefully reviewed by the assistant principal and the ESL coordinator. Every effort is made to honor the programs selected by the parents. If 15 or more parents of students in two contiguous grades choose a bilingual program, the school would form such program. If there aren't enough students to form a bilingual class, parents are informed that they can opt for another school in the district that offers a bilingual program. They are also informed that if they decline the transfer option, their child will participate in the ESL program offered at the school. All correspondence and interaction with parents is conducted in their native language.

7. 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.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator uses the RLER report from ATS to generate a list of students eligible for NYSESLAT testing. A NYSESLAT testing schedule is then created for students in all grades. Students absent on a scheduled testing day are tracked and arrangements are made for them to take the test at another time. After a student has completed a component of the test, it is recorded on a checklist designed by the ESL coordinator to ensure that all four components are administered to each student. The results of this exam are communicated to parents in English and in their native language.

8. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The parents of LEP students who were newly admitted during the 2011-2012 school year chose a Freestanding ESL program as their program of choice. In an effort to align the school programs with parental choice, that year the school provided three self-contained ESL classes: a first grade class, a second grade class, and a fourth/fifth grade bridge class. The school also offered a freestanding ESL program which provided push-in and pull-out services for all other general and special education students. This trend continued with the parents of the # LEP students newly admitted during the 2012-2013 school year. As a result, that year we provided two self-contained ESL classes in the first/second, and fifth/sixth grades, and continued to provide a push-in and pull-out program for all other grades. This year, the parents of the # newly admitted LEP students also chose a freestanding ESL program as their preference. Once again, we provide self-contained ESL classes in the # grades as well as a push-in and pull-out program for all other grades.

Part V: ELL Programming

F. Programming and Scheduling Information

3. 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])?

Our school has a Freestanding English as a Second Language (ESL) program. Our program delivers instruction in English with native language support, emphasizing English language acquisition. We use a balanced approach to literacy, infusing high-quality ESL methodologies and instructional practices to promote academic excellence for our ELLs. Our ELL program adheres to state standards for all curriculum areas, and also includes an ESL instruction component based on the NYS ESL standards and aligned to the ELA standards. In addition, ELLs in the advanced level receive ELA instruction.

- a. The organizational model of our ESL program includes self-contained classrooms. Our self-contained classrooms are bridge classes at the first/second, third/fourth, and fifth/sixth grade levels, and are taught by teachers certified in both ESL and common branches. ELLs in these grades are grouped together in an ESL class, and stay together for the entire school day and for all content instruction. The teachers use ESL strategies to provide the core content that is taught in mainstream classrooms. Five kindergarten student who are not in a self-contained ESL classroom are currently serviced by the Assistant Principal until the expected certification of a kindergarten teacher in December, 2013.

- b. Our program models for the self-contained classrooms are heterogeneous, meaning that the students in the classroom are at mixed proficiency levels.

4. 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)?
- i. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The number of ESL instructional units that a student receives is regulated by the New York State CR Part 154 regulations and determined by a student's proficiency level. Our beginner- and intermediate-level students receive 360 minutes per week of ESL, and our advanced-level students receive 180 minutes per week. Advanced level students also receive 180 minutes of ELA instruction per week. The organization of our staff ensures that all students receive the required number of minutes. We were able to create three self-contained classrooms in grades with large numbers of ELLs. Teachers in these classrooms develop a schedule that includes mandated ESL components and content instruction. Our pull-out teacher provides instruction to ELLs in other grades and creates a schedule that ensures they receive the mandated minutes. She does this by working with regular classroom teachers to coordinate schedules and by grouping students by proficiency to differentiate between the required minutes for

beginner/intermediate level students and advanced students.

5. 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 ESL program is aligned with English language arts, content learning standards, and the core curriculum to provide continuity of rigorous instruction. In our self-contained classrooms, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies, while Native language support is provided through various forms of literature, visuals, and audio programs. Our pull-out teacher implements the same strategies, and works closely with classroom teachers to deliver literacy instruction and make content comprehensible for ELLs. Content is made comprehensible for students through the use of visuals, Total Physical Response (TPR), songs, poems, realia, Readers Theater, small-group instruction, contextualized instruction, and other methods and materials.

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

If students are entitled to services and their home language is Spanish, they are administered the Spanish LAB-R and DRA upon arrival. They are also tested in basic math computation skills and word problems. Based on these results, we are able to place the students appropriately.

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

Paste response to question here:

8. How do you differentiate instruction for ELL subgroups?

- c. Describe your instructional plan for SIFE.
- d. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- e. Describe your plan for ELLs receiving service 4 to 6 years.
- f. Describe your plan for long-term ELLs (completed 6+ years).
- g. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for ELLs by grouping students according to their English language proficiency. We work with them in small groups, and provide activities and assignments that are designed to suit their needs, interests, and proficiency level. During project-oriented activities, the expectations and requirements of the end-product are modified based on the skill set of each subgroup. Students all learn the same content, but the assessment for an advanced level student will differ from the assessment given to a beginner.

a. Students with interrupted formal education (SIFE) require special attention. They are provided with one-to-one academic intervention services designed to develop literacy and mathematics skills. There is also an emphasis on exposing them to crucial content that they may have missed so that they can begin to build an age appropriate core knowledge. They attend after school programs, and are recommended for summer school. A buddy system is created for SIFE students. Another student, preferably one who understands the language and is familiar with classroom routines, is assigned to pair up with the student.

b. A buddy system is also created for newcomers. Classroom teachers receive professional development and one-on-one help from the ESL teacher on how to welcome newcomers and involve them in classroom activities in a variety of ways that, in the beginning, do not require language. Newcomers are also given intensive support in their ESL groups to develop basic English language and phonics skills, reading comprehension, and math facts. In order to prepare these students for state testing after one year, students in newcomer groups are exposed to sample test questions and assessments to familiarize them with the format. In addition, instruction for newcomers is aligned with state ELA, math, and content standards.

c. ELLs that have been receiving services for 4 to 6 years receive tailored instruction based on areas that need improvement. The ESL teacher analyzes NYSESLAT scores to determine which modalities need the most focus and works with students to develop proficiency throughout the year so that they are more prepared for the NYSESLAT in the spring.

d. Long-term ELLs who have completed 6 years also receive tailored instruction based on their past NYSESLAT scores. They are encouraged to attend after school programs, and are give one-on-one support when needed.

e. ELLs who reach proficiency on the NYSESLAT will receive continuing transitional support for the next two years. The classroom teacher will provide various and differentiated instructional approaches in the classroom. ELLs who passed the 2013 NYSESLAT will continue to receive extended time on state exams for the next two years. They will be offered continual support as their skills in English are strengthened.

9. 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?

Students in self-contained special education classes participate in the same curriculum as students in the general education classes. Grade-level texts and materials are adapted and modified as needed in order for all students to access the content. For example, key vocabulary and concepts are highlighted and front-loaded in the beginning of units so that students are prepared when they encounter them in their work. In addition, assessments for special education ELL students are formulated according to their language proficiency and IEP goals.

10. 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?

We have 7 advanced level ELLs in a fifth grade self-contained special education class. They are taught the same curriculum as the general education fifth graders. The ESL teacher pushes into the classroom to deliver instruction that meets the needs of the SWDs. In collaboration with the special education teacher, they develop methods for working with the students that enable them to cover the necessary content, foster language development, and prepare the students for assessments.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

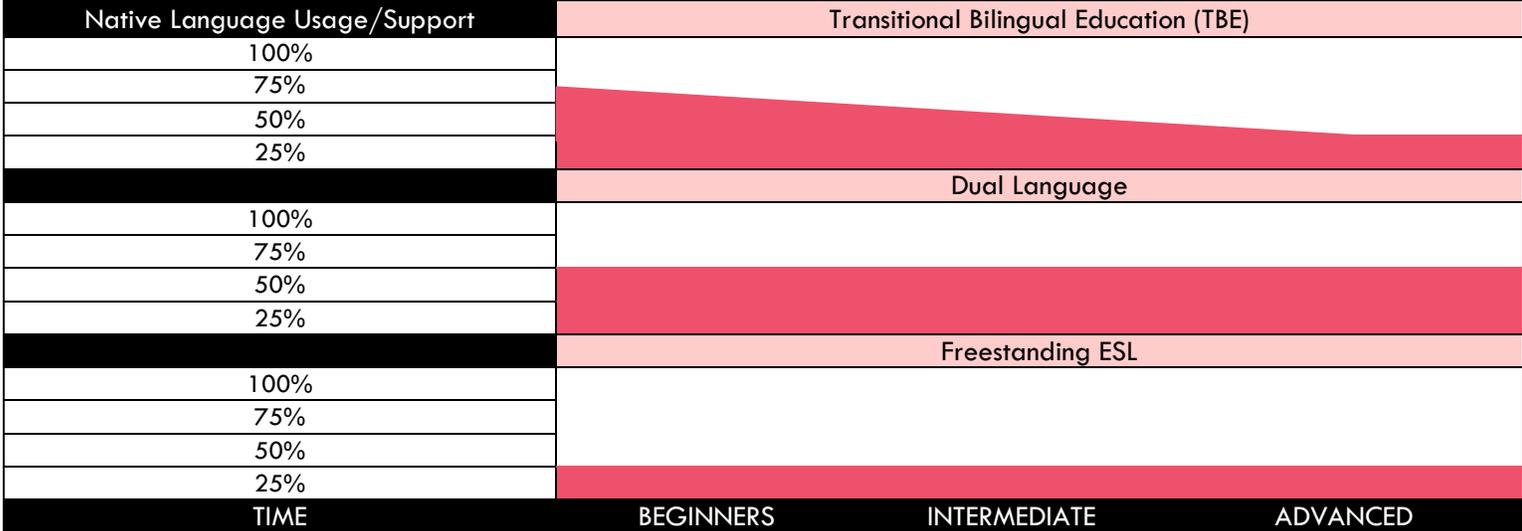
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

G. Programming and Scheduling Information--Continued

11. 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.

Targeted Intervention Programs

-The targeted intervention programs for ELLs in ELA/Social Studies are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in ELA. In ESL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ELLs in non-self-contained classrooms are informed of the proficiency level of their ELLs. The teachers then form small groups using this information by placing ELLs with non-ELLs who have similar needs. Small group instruction for ELA takes place during literacy centers and/or independent reading time. The focus of these programs depend on the grade and proficiency level of the students. Interventions used include phonics development, word work, guided reading using leveled readers, strategies for reading comprehension, vocabulary and writing development, and exposure to non-fiction texts. Outside the classroom, we also have AIS teachers who work with 3rd to 6th grade ELLs in all subgroups. AIS teachers focus on guided reading, vocabulary development, and test taking skills. In addition, our Reading teacher also provides intervention services to ELLs in 5th and 6th grade who are at the Beginner and Intermediate level. She incorporates Fountas and Pinnell fiction and non-fiction leveled readers and periodicals into her program. All interventions in ELA/Social Studies are conducted in English with Native language support as needed.

-Targeted intervention programs for ELLs struggling in Math/Science are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in Math. In ESL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ELLs in non-self-contained classrooms form small-groups for Math by placing ELLs with non-ELLs who have similar needs. Small group instruction for Math takes place during Math Centers and the Math Games period. Interventions focus on reinforcing what is being taught in the Unit using manipulatives, visuals, charts, and other hands-on activities and experiments. Outside the classroom, we also have AIS teachers who work with 3rd and 6th grade ELLs in all subgroups. AIS teachers focus on basic math skills, word problem comprehension, and test taking skills. In addition, the fifth graders in our 4th-5th grade ESL self-contained class receive Math instruction from our Math Coach in a separate location. She provides her own intervention services for them by sending home Math reference books in Spanish so that parents can aid the children in their learning. She also sends the students home with translated homework sheets. During the year, first-year students (newcomers) are given copies of the Units in both English and Spanish to support the development of their content knowledge. ELLs in grades K-2 participate in our Cookshop program with the rest of their class. This is a science rich program that incorporates vocabulary development and the five senses through inquiry based activities. All intervention in Math/Science are conducted in English with Native language support as needed.

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

a. ELLs in the building are provided with many opportunities to participate in after school programs and supplemental activities. Our school programs include the extended day tutorial program (30+), the drama program, and the softball team. Groups for the 30+ program are formed with our ELLs in mind. Each teacher is assigned a group of students to work with at the end of the school day for 37 1/2 minutes. All ELLs are given the opportunity to participate in this program. They are grouped together and with other general education students based on their English language proficiency. We also created an extended day group specifically for newcomers. Our ESL teacher works with these students. The Drama program is an extracurricular program designed for ELLs. All ELLs are invited to join the program and, with parent permission, many of our ELLs do participate. In addition, our ELLs, along with general education students, are invited to try-out for our softball team.

b. Our extended day (30+) program is offered to all ELLs in order to provide them with additional instructional time. The program occurs at the end of the school day for 37 1/2 additional minutes. It covers all content areas and runs from September to June. For

the first semester, the program focuses on ELA and Social Studies. The second semester focuses on Math and Science. Our newcomer group participates in activities designed specifically for English language acquisition. Our drama program is funded through Title III. The program meets after school for one hour per day, three days per week. The drama program puts on two performances each year. The students read scenarios and plays, write dialogue, listen for directions and cues, and role play. This program addresses the four modalities of listening, speaking, reading and writing. The language of instruction is English and the drama program is run by a certified ESL teacher and a general education teacher.

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

Students in ESL classes have a variety of resources available for instruction. Bilingual and native language books are purchased for our school and classroom libraries. Quality language materials, books, audio systems, and other teacher resources are purchased from specialized vendors such as Hampton-Brown, Santillana USA, Delta Systems, and Attanasio & Associates. Every classroom has multiple computers and teachers have access to our 2 laptop carts, in addition to the computers in the library and computer lab. ELL students are provided with opportunities to use language focused websites, such as www.starfall.com, in order to support their learning. The following programs and software have been purchased and are made available to all teachers of ELLs: Rosetta Stone, Math Missions (K-6), Word Munchers (K-6), Clifford's Reading (K-2), Reader Rabbit (K-2), Reading for Meaning (3-6), and Mighty Math (3-6). All of our self-contained ESL classrooms have been equipped with interactive white boards, and our ESL pull-out teacher has access to a white board regularly.

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

Native language support is delivered in our ESL program through the use of literature, bilingual and picture dictionaries, visuals, and audio programs.

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

The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.

19. 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.

We do not offer activities to assist newly enrolled ELL students before the beginning of the school year because students are not identified until September.

20. What language electives are offered to ELLs?

Paste response to question here:

21. 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)?

Paste response to questions here:

H. Professional Development and Support for School Staff

3. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
4. 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?
5. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
6. 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 teachers, speech therapist, and psychologist are offered professional development focusing on how to differentiate instruction to meet the needs of ELLs and the use of scaffolding strategies to support student participation in content areas. These PD sessions take place at monthly faculty meetings and during other common meeting times. The sessions are run by our school's Assistant Principal, a certified and former ESL teacher, and our ESL coordinator. Educational assistants (paraprofessionals) are provided with professional development right alongside the teachers they work with. Teachers are also provided with one weekly common prep period for collaborative planning. ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, LTELLs, beginner, intermediate and advanced. We do not have a full-time occupational or physical therapist, and these part-time professionals receive PD at a different site.

2

3. We do not have a guidance counselor for the ELL and non-ELL student population. In addition, it is important to note that our school is a Pre-K-6 school. Our sixth grade students, both ELL and non-ELL, participate in a departmentalized program in order to better prepare them for middle school. They also take part in sixth grade forums, which are run by our Assistant Principal, a former ESL teacher, on a monthly basis. These forums address middle school choices and concerns, and senior activities. Our ESL teacher also holds monthly lunches with her sixth grade students in order to provide advisement and an opportunity to discuss middle school choices.

4. For the current school year, we do not have any new general education or special education teachers. All staff members have received the minimum 7.5 hours of ELL training as per Jose P. We would like to note that ongoing professional learning about ELLs is included at all of our Professional Development sessions, during common prep times, and as needed throughout the year. All sign-in sheets, agendas, and minutes for meetings concerning ELL professional development are maintained by the Assistant Principal.

I. Parental Involvement

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?
 1. The school promotes parent involvement by providing parent workshops to inform them of the literacy and math skills their children are required to demonstrate in order to succeed in school. These workshops are conducted in English and in Spanish. Many parents attend these workshops, including parents of ELLs. Teachers also meet with parents and communicate with them on a regular basis. If necessary, we have many translators available within the school to aid in communication. Another popular activity is our family literacy program which is held in the library every Friday from 3:00 p.m. to 4:00 p.m.
 2. No, we do not currently partner with other agencies or Community Based Organizations.
 3. Our school has an active parent coordinator who communicates with parents regularly to answer any questions or address any concerns. She publishes monthly calendars to keep parents informed of school wide events. If translation services are needed, she makes the necessary arrangements. The parent coordinator meets with parents to help them gain access to ARIS. In addition, five computers are set aside in the parent room for their use. We evaluate the needs of parents during the intake process by surveying them on their preference of language for all oral and written communication. This information is also monitored on the students' blue cards. The Parent Coordinator conducts individual surveys to assess parent interest in various workshops. Further, the PTA distributes their own surveys to best meet parent needs.
 4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

J. 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: P.S. 360

School DBN: 10X360

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Rodriguez Lewis	Principal		1/1/01
Iris Aldea Pollack	Assistant Principal		1/1/01
Minerva Rojas Polite	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Lindsey Grela	Teacher/Subject Area		1/1/01
Malikh Ifill	Teacher/Subject Area		1/1/01
Denise Scarano	Coach		1/1/01
Clara Kaplan	Coach		1/1/01
Leena Haber	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Carmen Perez Ortiz	Other <u>ESL</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X360 School Name: P.S.360

Cluster: 5 Network: 511

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

Part A: Needs Assessment Findings

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

When parents register their children, they are required to complete the language preference form. The language preference form indicates which language the parent wishes to communicate in orally and in writing. The language preferences are entered into ATS. This information is used to provide school staff with the written and oral translation and interpretation needs of the parents. We provide translation during all parent/teacher meetings, workshops and events. All parent communications are sent out in English and Spanish. We also have in-house staff members who speak Russian, Albanian and Arabic. If the language is other than Spanish, we have contacted appropriate departments and agencies to retain the services of an interpreter. This has been done for parent contact/communication and for students when the need arises.

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.

The Adult Preferred Language Report (RAPL), an ATS report, is used to determine the preferred language of the parents of students in every class. This information is disseminated to teachers at faculty meetings. The Parent Coordinator and the School Based Support team are also informed..

Part B: Strategies and Activities

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

P.S. 360 communicates with parents in both English and Spanish. Written communication can also be translated by in-house school staff in Spanish, Albanian, Russian and Arabic.
When necessary we utilize the services of the DOE Translation Dept. and in house by school staff. We provide in-house translation during all parent/teacher meetings, workshops, and other events. All parent communication is sent out in English and Spanish.

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.

The school secretary maintains lists of in-house staff, parent volunteers and outside sources that can be used for translation purposes.

On Parent/teacher conference day we used staff members for interpretation and teachers used the services of Over-The-Phone Interpretation provided by the Department of Education.

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>.

Letters in English and Spanish are sent to parents and flyers are also sent and posted throughout the building stating that if a parent needs translation services, all they need to do is contact a staff member. The Adult Preferred Language Report is used to determine if the translation services of the DOE Translation Department are required.