



**SCHOOL FOR PERFORMING ARTS  
@ PS 315**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 22 K315  
ADDRESS: 2310 GLENWOOD ROAD  
BROOKLYN, NEW YORK 11210  
TELEPHONE: 718 421-9560  
FAX: 718 421-9561**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S.315      **SCHOOL NAME:** School of the Performing Arts

**SCHOOL ADDRESS:** 2310 Glenwood Road Brooklyn, N.Y. 11210

**SCHOOL TELEPHONE:** (718)421-9560      **FAX:** (718)421-9561

**SCHOOL CONTACT PERSON:** Darlene Carter      **EMAIL ADDRESS:** Dcarter5@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Roseanne Dantone

**PRINCIPAL:** Darlene Carter, IA

**UFT CHAPTER LEADER:** Patricia Bailey-Hollon

**PARENTS' ASSOCIATION PRESIDENT:** Beverly Urquhart

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** 533

**NETWORK LEADER:** Nancy C. Ramos

**SUPERINTENDENT:** Linda Waite

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Darlene Carter, IA</b>	*Principal or Designee	
<b>Patricia Bailey-Hollon</b>	*UFT Chapter Chairperson or Designee	
<b>Beverly Urquhart</b>	*PA/PTA President or Designated Co-President	
<b>Jean Lombard</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Charlene Schulman-Glasser</b>	Member/UFT	
<b>Roseanne Dantone</b>	Member/UFT	
<b>Heather Parker-Davis</b>	Member/UFT	
<b>Jemeice Bloomfield</b>	Member/Parent	
<b>Hannah Palmer</b>	Member/Parent	
<b>Chambers</b>	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Public School 315 is widely recognized as a successful school where the successful integration of Arts Education and academics and quality teaching are lifting student achievement. P.S. 315 has built an exemplary curriculum that emphasized both arts integration and sequential skills-based instruction in dance, music, visual arts and theatre. Literacy, social studies, computer graphics and science all have art components taught by classroom teachers and academic clusters. The arts specialists all integrate literacy, social studies and science disciplines into their curriculum. The efforts of the teachers are reinforced by partnerships with a team of preeminent cultural institutions.

It is the school's philosophy that through the emergence of the arts, students will be afforded to make valuable contributions to the community. We are passionate about the Performing Arts and firmly believe that when quality arts education is carefully integrated with quality academic instruction, student self-esteem will be greatly enhanced.

In 2006, P.S. 315 was presented with the New York State Creative Ticket Award and received a plaque with the following wording: *"The New York State Alliance for Arts Education presents this award in recognition to providing students with high quality, sequential arts education programs."* In June 2005, based on its upward trending test scores, P.S. 315 was recognized as a "High Performing/Gap Closing School" for the 2003-2004 school year. The citation honored P.S. 315 as a school which was *"leading New York forward to accomplish the dual goal of increasing achievement while closing the gap in student performance"* the following year (June 2006), P.S. 315 again received that same state-wide High Performing /Gap Closing award for its student performance during the 2004-2005 school year. Because of this success, P.S. 315 was nominated for the Nation School Change Award.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	Public School 315 – School of the Performing Arts			
<b>District:</b>	22	<b>DBN #:</b>	22K315	<b>School BEDS Code:</b>

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		P.S. K315							
<b>District:</b>		22	<b>DBN:</b>		22K315	<b>School BEDS Code:</b>		332200010315	
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
Pre-K	28	30	30	93.8	94.6	TBD			
Kindergarten	105	117	129						
Grade 1	138	112	137	<b>Student Stability - % of Enrollment :</b>					
Grade 2	138	136	113	<i>(As of June 30)</i>					
Grade 3	138	144	126	2007-08	2008-09	2009-10			
Grade 4	179	138	139	95.4	93.9	TBD			
Grade 5	113	162	125	<b>Poverty Rate - % of Enrollment :</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>					
Grade 7	0	0	0	2007-08	2008-09	2009-10			
Grade 8	0	0	0	88.5	81.3	84.6			
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>					
Grade 11	0	0	0	2007-08	2008-09	2009-10			
Grade 12	0	0	0	8	79	TBD			
Ungraded	2	2	3	<b>Recent Immigrants - Total Number :</b>					
Total	841	841	802	<i>(As of October 31)</i>					
				2007-08	2008-09	2009-10			
				3	0	0			
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# In Self-Contained Classes	24	20	21	Principal Suspensions	39	26	TBD		
# In Collaborative Team Teaching (CTT) Classes	26	23	30	Superintendent Suspensions	16	18	TBD		
Number all others	28	30	35	<b>Special High School Programs - Total Number:</b>					
These students are included in the enrollment information above.					<i>(As of October 31)</i>				
				2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>					<b>Early College HS Program Participants</b>				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10				
# In Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>					
# In Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>					
# receiving ESL services only	96	96	97	2007-08	2008-09	2009-10			
				Number of Teachers	55	55	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	17	Number of Administrators and Other Professionals	13	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	69.1	78.2	TBD
				% more than 5 years teaching anywhere	60.0	65.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	84.0	87.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	82.6	98.2	TBD
American Indian or Alaska Native	0.7	0.7	0.2				
Black or African American	74.4	73.2	73.1				
Hispanic or Latino	17.8	18.5	17.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	4.6	5.5				
White	3.3	2.6	2.4				
Male	48.3	46.5	47.3				
Female	51.7	53.5	52.7				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>Well developed</b>
<b>Overall Score</b>	<b>87.3</b>	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	<b>Well developed</b>
School Environment (Comprises 15% of the Overall Score)	<b>11.6</b>	Quality Statement 2: Plan and Set Goals	<b>Well developed</b>
School Performance (Comprises 25% of the Overall Score)	<b>19.6</b>	Quality Statement 3: Align Instructional Strategy to Goals	<b>Well developed</b>
Student Progress (Comprises 60% of the Overall Score)	<b>50.1</b>	Quality Statement 4: Align Capacity Building to Goals	<b>Well developed</b>
Additional Credit	<b>6.0</b>	Quality Statement 5: Monitor and Revise	<b>Proficient</b>
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### *Trends*

Based on a review of all the data at PS 315, our school has made numerous gains in many areas. Analysis is based on formal and informal assessments. Our formal assessments are the NYS ELA and MATH exams, Acuity, and the Teachers College Reading Program. The informal assessments consist of running records, teacher observations, teacher conferences, weekly tests and quizzes, student portfolios, checklist/kid watching, articulation with previous teachers, computer quizzes, and conferences with grade level team members and administrators.

- Statistically our school continues to make exceptional gains on the NYS ELA and MATH exams for students with disabilities, English language learners and students with the lowest proficiency citywide.
- Our data shows that there was an increase in student proficiency levels in ELA and Math over the past 3 years.
- The NYS Science exam results indicate a significant increase in Level 4 performance.
- The percentage of days the students attend school has also increased over the years.
- Prior to the changing of the scale score levels, there were fewer students scoring a Level 1 and more students acquiring a level 3 or higher.

Supports we have in place work well to raise our student achievement of at risk and advanced students. Our support staff includes two math teachers and two reading teachers, each specializing in either early childhood or grades 3 – 5. They support whole classroom instruction, curriculum planning, and also service students in small group instruction before and afterschool and during Saturday morning programs.

Effective instructional strategies engage students to meet or exceed their learning goals. Such strategies we use include, arts integration, cross curriculum instruction, grouping, pairing, Rigby grade leveled books, Foundations phonics program, accountable listening and speaking, modeling , role play and many more.

## *Accomplishments*

- Our inquiry teams have grown over the past few years. Our core team of out of classroom personnel has developed into many teams. There is one on each grade level, plus the Arts department has their own team also. We now have over 90% of our staff working with an inquiry team.
- 100 % of our staff is Highly qualified in the areas that they teach.
- One of a limited of number of true Performing Arts Schools in NYC.
- Promote parental involvement through the School Messenger system.
- Rubrics, checklists and reflection sheets are now used in the “ARTS” in order to assess the students and help them learn how to assess their own work.
- The technology grant given to PS 315 has placed a smart board in every classroom. The teachers have been instructed how to incorporate technology into the lesson planning and usage of the smart board and senteo remotes.
- A brand new innovative library with a plethora of new books for the students on all reading levels and genres.
- Arts are integrated into the curriculum- diversity is reflected in staff/school residency programs (Chinese, African, Mexican, Irish, etc.)
- Students are exposed to multicultural programs/events (Ballet, Carnegie Hall, Disney)
- Research has been done to acquire grant sponsorships (Brooklyn College, Museums)
- Outreach to greater community- Lincoln Center to develop reciprocal relationships.
- School wide training on how to use websites such as renzulilearning.com, brainpop.com, discoveryeducation.com, mathletics.com, bookfiix.com.
- Monthly math and literacy meetings are held to discuss goals and learning objectives
- Grades meet weekly to discuss lesson planning to ensure that state standards are being met. All curriculum areas are discussed
- Teachers are selected for workshops held outside of school and turn-key that information to the teachers on the grade and throughout the school if needed.
- Residences provide additional workshops and support/background.

## *Barriers*

- Decreased school funding for all afterschool programs and special projects.
- Insufficient funds and space prevent adequate reduction in class size for all grades.
- Not enough time given to grade level inquiry and common planning.
- More differentiation needs to be seen in all grade levels. Professional development in this area will be very important.
- More professional development in content areas.
- More time needs to be invested in language arts. Our statistics show that our students do not do well on the writing mechanics portion of the state test. Insufficient funds once again prevent the school from ordering daily practice grammar books.
- Lack of parental involvement.
- Every year grade 5 is the weakest performer on the state tests.
- The amount of students we get in temporary housing has increased significantly.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. **TECHNOLOGY** = To enrich and enhance instruction through the integration of technology in all curriculum areas.
  
2. **PARENTAL INVOLVEMENT** = To establish an effective system that will inform parents of their child's educational goals and progress towards meeting these goals.
  
3. **DISCIPLINE** = To develop a safe and respectful environment that promotes a culture of kindness and values respect for all children, staff members, parents and other adults in the school community.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (*Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report*) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

### TECHNOLOGY

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June, 2011, student engagement and teachers use of technology in all content areas will increase by 50%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) A school-based Professional Development Team, which includes the Principal, Technology Coordinator and other essential participants, will demonstrate outstanding classroom practices to other teachers in the school.</p> <p>2) Ongoing Professional Development for teachers, coaches and school administrators.</p> <p>3) Teachers will have the use of their own laptops for planning that will be a foundation for Curriculum Mapping.</p> <p>4) Administration will require technology to be used during formal observations.</p> <p>5) Teachers will build the capacity for students to take over the technology as part of the lessons.</p> <p>6) Teachers will research and suggest content-related software for student independent work.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>1) Using Title I SWP funding, a part-time Technology Coordinator will be staffed in the school.</p> <p>2) Using the NYSTL funding for technology, various computer hardware and software programs that are aligned to the city and state standards as well as grade appropriateness in the various curricula will be purchased.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>1) Classroom teachers will be integrating technology into the various curricula. 2010 Curriculum maps will be Electronic and reflect the inclusion of integration of technology into all the content areas.</p> <p>2) Authentic projects created by the children using technology will be displayed throughout the school. Students will use online resources to create, design, critique, and present products using interactive technologies.</p> <p>3) Children will be doing independent differentiated assignments (project-based) using technology.</p>

	<p>4) Teacher’s lessons plans will reflect the use of technology.</p> <p>5) Technology professional development agendas will be collected and archived.</p>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** PARENTAL INVOLVEMENT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By September 2011, there will be a 5% increase in the area of Parent Communication (specifically. question addressing knowledge of child’s learning goals) on the Learning Environment Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) Parent Coordinator will conduct workshops on ARIS Parent Connect.</li> <li>2) Create an ARIS Parent Access Hour during the school day for parents unable to access internet at home.</li> <li>3) Coaches, Administrators and other school staff will conduct workshops in understanding and analyzing the data, and ways to support their child at home.</li> <li>4) Classroom teachers will discuss student goals with parents during scheduled meetings and offer ways to support their child at home.</li> <li>5) Create an Interim progress report that will be sent to parents between report card periods.</li> <li>6) Monthly “Tea Time” meetings once a month during the day with the Parent Coordinator and the Parents to discuss various issues on their child’s academic and social progress in an informal/comfortable setting.</li> <li>7) Using the School Messenger System as an ongoing means of communication between the parent-teacher-school communities.</li> <li>8) Parent Coordinator will create a Parent Survey and then collect and analyze the data to plan family activities, both educational and social that the parents are interested in.</li> <li>9) Use the monitoring data from the School Messenger system to personalize and individualize outreach to parents.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1) Using Title 1 and Fair Student Funding have the Parent Coordinator and Parent Leaders attend workshops on Parental Involvement sponsored by an outside agency and then have them turn-key these workshops to the parent population.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1) Computer printout data from the ARIS Connect will show an increase of parent usage.</li> <li>2) By June 2011, the attendance sheets from the various school wide activities on home/school connections presented will show 50% increase in attendance.</li> <li>3) Portfolios, handouts, photographs and agendas will archive the various workshops/activities that occurred during the school year that matched the data from the results of the Parent Survey.</li> <li>4) Computer printout data from the School Messenger System will show the increase of the number of parents receiving calls and the number of calls made to inform the parents.</li> <li>5) Conduct a parent satisfaction survey to assess how many parents are aware of their children's goals and understand their progress.</li> </ol>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**DISCIPLINE**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June 2011, there will be a 5% increase in the score of the Learning Environment Survey that addresses discipline tone and safety.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) Establish a United Leadership Committee made up of various staff members and parents that regularly meets to discuss discipline issues and communicate regularly with the Pupil Personnel Team. 2) Create and implement school wide monthly incentives that encourage/promote positive student behaviors as part of the Caring Community Schools program. 3) Distribute various articles to staff members from Education periodicals that enhance the Caring Schools Community program. 4) Teacher/Grade representation to ensure ongoing communication between the existing committees and the goals of the Caring Schools Community Program. 5) Ongoing PD sessions for program implementation. 6) Classroom intervisitation of the Caring Schools Community Leadership team to make sure that the program is implemented 7) Senior Bucks Merit Programs for Seniors Grade 5. 8) Protocol for behavioral issues.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>1) Use Fair Student Funding to purchase the Caring Schools Community for the school and the Professional Development for staff members that come with this program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>1) By June, 2011, children will be able to use the skills and strategies learned through “Caring School Communities” program to use in their daily interactions. 2) Children will show an increase of resolving conflicts through more appropriate behaviors, thus reduce the number of fights in the school.</p>

- |  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>3) By the next Learning Environment Survey there will be a more positive response on the Learning Environment Survey from Staff and Parents on questions regarding the Discipline and School Tone of the school.</li><li>4) By June 2011 there will be a decrease of Discipline Occurrences that is reported on the OORS report.</li><li>5) By June 2011, students' Behavioral Management Plans will be aligned by all concerned staff members.</li></ol> |
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	37	37	N/A	N/A	40	10	10	7
1	35	35	N/A	N/A	50	12	12	7
2	40	40	N/A	N/A	30	10	10	10
3	38	38	N/A	N/A	20	10	10	6
4	61	56	25	0	20	10	10	9
5	61	42	0	61	30	10	10	11
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> Services provided during school, Afterschool Triple A and Saturday Institute in small group settings.	Services provided are on a grade level below and there is no individual program but a continuous review of content-area vocabulary, key concepts, review of factual content, reading strategies such as comprehension, main idea phonemic awareness, writing strategies, speaking and listening strategies and critical thinking skills. Foundations program is also used to help the K-2 students
<b>Mathematics:</b> Services provided during school, Afterschool Triple A and Saturday Institute in small group settings.	Services are provided on a grade level below, students are taught the necessary math key terms and the steps needed in solving mathematical problems, their conceptual skills are reinforced through manipulatives; which leads to a better understanding of a particular mathematical skill.
<b>Science:</b> Services provided during school, Afterschool Triple A and Saturday Institute in small group settings.	Services provided to students who do poorly on the science mid-term. Students are provided with test prep materials which cover key scientific concepts and vocabulary and an in-depth look into the scientific method.
<b>Social Studies:</b> Services provided during school, Afterschool Triple A and Saturday Institute in small group settings.	Students are provided with historical documents and vocabulary students are made to develop their ability to think reasonably, rationally and logically, to organize information evaluate data and draw conclusions.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor assess, refers and counsels students in academic, social or behavioral need. Depending on the group, she meets them during the school day, one-on-one or in small groups.
<b>At-risk Services Provided by the School Psychologist:</b>	School Psychologist consults with the teachers to develop strategies to help children who are experiencing academic or behavioral difficulties. She works with the students during the day on a one-to-one basis.
<b>At-risk Services Provided by the Social Worker:</b>	Social Worker meets with parents, teachers and students in distress. She also communicates with various family and health agencies. This service is provided during the school day on a one-to-one basis.
<b>At-risk Health-related Services:</b>	Speech Teachers target students with language and auditory processing also social interaction and social conversation (ex-eye contact). This is provided during the day in a small group or one to one depending on the needs of the student.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) PRE-K - 5    Number of Students to be Served:       87       LEP        Non-LEP

Number of Teachers    2            Other Staff (Specify)       Math Coach, Literacy Coach , 2 Paras      

School Building Instructional Program/Professional Development Overview

## Section II. Title III, Part A LEP Program Narrative

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The school will offer Title III after-school ESL program 2 days a week Wednesday and Thursdays from 2:20 – 3:50 fro grades 2,3,4 and 5 and a Saturday ESL institute for 3 hours for K and 1<sup>st</sup> grade. The ELL Title III population will be identified based upon the English proficiency level and the level in Math. Beginning and intermediate in ESL and Level 1 in Math. The program will start in October and end in May. The Title III instruction will be provided by two teachers fully licensed in ESL. The language of instruction is English. The topics will be aligned to the Balanced Literacy Program. In Math we will get a supplemental material for Everyday Math.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Participant teachers of Title III will receive professional development twice a month. Literacy and Math coaches will instruct this sessions this will be given throughout the course of the program.

## Section III. Title III Budget

School: PS 315      BEDS Code: 332200010315

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$13,945	<b>To operate an after school program for upper grade students new to the country and to provide enrichment activities through the arts. Funding is used for a lower grade Saturday program as well.</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$0	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li></ul>	\$2,315	<b>Practice booklets for NYSESLAT and Math state exam Notebooks, folders, crayons</b>

- Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>		(
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$16,260	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

***At the beginning of the school year when we needed to show the orientation videos to the parents the ESL teacher invited the parents personally in Spanish and French to attend this meeting. Most of them attended. Phone Language Survey, LAB Test are used to assess our needs.***

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.

***Since there are 5 or 6 languages spoken by the school community, we need to reach all parents. Therefore important letters will have to be translated in those languages. The findings are reported through the school portal.***

#### **Part B: Strategies and Activities**

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

***Written translations will be done in-house by teachers and paraprofessionals. These translations will be done in a timely fashion so parents will get them in time.***

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.

***Interpretations will be provided by teachers and paraprofessionals from the school. They will assist parents during registration and during parent-teacher conferences***

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>.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>601,119</b>	<b>251,596</b>	<b>852,655</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>6,011</b>	<b>2,515</b>	<b>8,526</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>30,055</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>60,110</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**We use the Department of Education’s needs assessments (The Progress Report, The School Quality Review and the Learning Environment Survey) to assess the performance of children. The findings resulted in the identification of several priorities of improving student performance; implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for Special Education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the need of the growing ELL populations. This year’s Comprehensive Education Plan will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

**Current strategies for improving instruction and student performance in English Languages Arts include the implementation of a Balanced Literacy Approach which consists of: Independent/Paired Reading, Shared Reading, Guided Reading, Literacy Centers, Literature Circles, and Writer’s Workshop. Read Aloud, Word Study and teacher/student reading and writing conferences. We are also involved in the Teacher’s College Writing Initiative. Classroom libraries, small class sizes, academic support personnel in the classroom, and the assignment of a full-time Reading coach, as well as a full-time Reading Resource teacher will further support literacy instruction according to the mandated literacy curriculum from the NYC Department of Education.**

**We use the Everyday Mathematics programs as the primary vehicle for mathematics instruction in the school. A full-time Math Coach and a full-time Resource teacher will support the effective implementation of the program through focused on-site math Professional Development,**

**We are following the Department of Education’s Core Curriculum for Science in Grades 3-5. We have made science education one of our primary focus of instruction. The purpose and focus of science education at P.S. 315 is to offer all students’ ways to understand, make predictions, about and adapt to an increasing complex scientific and technological world. Students are given opportunities to model scientists’ method of investigation through “hands-on” workshop model inquiry based approach that incorporates scientific thinking process. Children in grades K-2 will be using the Macmillan Science Program as their curriculum base.**

**We are following the Department of Education’s Core Curriculum for Social Studies in Grade 4. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies instructional program will be on authentic research. Every student, including special education students and English Language Learners will be involved in several research projects throughout the year. Projects will be developed in coordination with classroom teachers, and the school library media specialist. Children in Grades k-3 and 5 will continue to follow the Region 6 Core Curriculum for Social Studies.**

**The performing arts are an integral part of our academic program which includes vocal and instrumental music, dance and visual arts. We also have a chorus, string orchestra, band, and dance, that children in Grades 4 and 5 participate in after school. It is the school’s philosophy that the standards from Department of Education’s Blueprint for the Arts are adhered to. For 2010-2011 school year, we will also focus on the Visual Arts Program, using “Explorations in Art” from Davis Publications as well as using the cultural institutions. This way, the children will have a firm foundation of basic skills, while addressing the standards. Students will also be given periodic assessments at the end of each unit to ensure what was taught is learned.**

3. Instruction by highly qualified staff.

**We make a concerted effort that the staff of P.s. 315 is highly qualified. The Principal invites professors from Brooklyn College, the neighboring college to send their Student Teachers/Observers to the school. The Principal recruits potential teachers from this group. The Principal budgets the mandatory 5% of the Title I funds for college tuition reimbursement for those teachers who have not yet met their certification requirements. The Principal alerts the Brooklyn College professors of any P.S. 315 staff member who have not met their requirements to see if they could attend any classes at Brooklyn College to help them obtain the necessary certification requirements**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**The Principal allocates the mandatory 10% of Title Funds for the partial salaries of three staff members who provide ongoing Professional Development to staff members; the Assistant Principal, the Math Coach and the Reading Resource Teacher. Professional Development is coordinated by a Professional Development Team, which includes the Principal, the Assistant Principal, Reading and Math Coaches, Reading and Math Resource teachers. These people work together to combine ideas on effective planning for teachers on different ways to assess learning, on developing curricula and instructional materials and assessing teachers' needs for professional development plans. This time reflect and refine school-based practices and update the professional development plans. This time will provide a two-tier approach to professional development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics on other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered during the Lunch periods as well as during periods where a number of staff are available.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**We have collaboration with Brooklyn College where professors from the Education Department sends their Student Observers/Teachers to the school. The Administration observes these Student Teachers during their time and when a vacancy arises, the Principal will interview those teachers as potential candidates first. Students who graduate from the Brooklyn College's Education Program are State Certified.**

6. Strategies to increase parental involvement through means such as family literacy services.

**P.S. 315 recognize that families are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful educational program. Active parents are involved with the Learning-Leaders Parent Volunteer Program, through which they support the school by providing classroom tutoring. We also used our Parent Involvement allocation to purchase the School Messenger System. Through our Physical Education Department, we offer a "Stress and Fitness" class where parents are invited to attend yoga classes, led by our Physical Education teacher and babysitting is provided. Various workshops will be given to parents throughout the year on different topics (Arts Integration, Science, Math, and Literacy). Finally, a newsletter is distributed on a monthly basis to inform parents of the various activities that are happening in the school as well as providing relevant articles on parenting and samples of students' work.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We use the Everyday Math program in our Pre-Kindergarten classes since this is part of our Core Curriculum in our school and each year builds upon what was learned in the previous year. Our Pre-K teacher (a former Kindergarten teacher for many years) meets with the kindergarten teachers and discusses how to make the transition from Pre K to Kindergarten easier. She also discusses with them what they will need to know and see what the curriculums have in common for a continuous flow into the next grade. We also have a Kindergarten Night in the early spring for parents where the Kindergarten teachers meet the Pre –K parents and explain the curriculum as well as visit the new kindergarten classrooms. In addition, the Kindergarten teachers are invited to attend the Pre-Kindergarten Professional Development workshops. We host a Kindergarten fair in the early part of June to discuss the transition from Pre K to Kindergarten. Towards the end of the school year we send home leveled book baggies for the literacy component and the math program comes with three take home books.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The Principal programs Common Preparation times per grade so that the grades can meet and for planning and looking at student work. The school gives various assessments throughout the school year and the teachers meet during that Common Planning time to analyze and review the data and collaboratively discuss ways for additional teaching, strategies and grouping for instruction. They also meet with the Principal to discuss those targeted children that might need Academic Intervention. Teachers also attend various Professional Development Workshops to familiarize themselves with the various assessments and strategies for instruction. WE take a continuous improvement data-driven approach to improving student performance using item analysis, portfolio assessment and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 1-5 will be administered benchmark assessments in reading and mathematics. Item skills analyses generated from these assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of the students, all Grade 3-5 students performing in Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in Special Education and English Language Learner, will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs: Small group pull-out instruction in reading, math and science, Saturday Morning Institute (test preparation in Grades 3-5), zero-period reading and math for those students scoring Level 2, Triple A After school Program for those children in Grades 1-5 who scored Levels 1 and low Level 2 as well as those who scored the bottom 25% on the Terranova Tests (Grades 1& 2), Research/Writing skills via Library resource. An after school literacy/math program is offered to students on Tuesdays and Thursdays from 3:00-5:00PM. Teachers work with students in small group settings. Teachers and students, using an interactive model, will share various strategies and apply the skills to real life situations.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**We use all funding (Children First, Fair Student Funding, Title I School wide Programs) in coordination to fund all of our programs for the children. We do not segregate funding.**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (Basic)	Federal	X				X	11-15
Title I, Part A (ARRA)	Federal	X				X	11-15
Title II, Part A	Federal	X				X	11-15
Title III, Part A	Federal	X				X	11-15
Title IV	Federal	X				X	11-15
IDEA	Federal	X				X	11-15
Tax Levy	Local	X				X	11-15

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **13**
2. Please describe the services you are planning to provide to the STH population.

**Regular meetings are held with parents to provide sensitive outreach to incoming families. Uniform donations are given to entering students. Books bags and basic supplies are given if they have none. Payment of school field trip fees are covered for parents who are unable to provide. Payments for photo packages on Picture Day if parents cannot purchase one. There is also a gift program for Christmas and a Holiday food drive at holiday time that is sent to the shelters and/or given directly to our parents. Payment of Senior Dues for the graduating students.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. K315					
<b>District:</b>	22	<b>DBN:</b>	22K315	<b>School</b>		332200010315

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	30	30	32		93.8	94.6	94.5
Kindergarten	117	129	122				
Grade 1	112	137	142	<b>Student Stability - % of Enrollment:</b>			
Grade 2	136	113	135	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	144	126	111		95.4	93.9	92.7
Grade 4	138	139	130				
Grade 5	162	125	132	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.5	84.6	84.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	79	70
Grade 12	0	0	0				
Ungraded	2	3	1	<b>Recent Immigrants - Total Number:</b>			
Total	841	802	805	(As of October 31)	2007-08	2008-09	2009-10
					3	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	21	20	Principal Suspensions	39	26	36
# in Collaborative Team Teaching (CTT) Classes	23	30	41	Superintendent Suspensions	16	18	8
Number all others	30	35	36				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	55	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	16	8
# receiving ESL services only	96	97	TBD				
# ELLs with IEPs	1	17	TBD	Number of Educational Paraprofessionals	5	3	17

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.1	78.2	88.7
				% more than 5 years teaching anywhere	60.0	65.5	71.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	87.0	90.6
American Indian or Alaska Native	0.7	0.2	0.4	% core classes taught by "highly qualified" teachers	82.6	98.2	98.8
Black or African American	73.2	73.1	73.2				
Hispanic or Latino	18.5	17.5	17.6				
Asian or Native Hawaiian/Other Pacific	4.6	5.5	5.3				
White	2.6	2.4	3.5				
<b>Male</b>	46.5	47.3	48.1				
<b>Female</b>	53.5	52.7	51.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	53.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



2310 Glenwood Road, Brooklyn, NY 11210 718-421-9560 fax 718-421-9561

Darlene Carter  
Principal (I.A.)

Darleen Garner  
Assistant Principal

## P.S. 315 PARENTAL INVOLVEMENT POLICY 2010 - 2011

### I. PART ONE - GENERAL EXPECTATIONS

Public School 315 agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118 - Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 - State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, and if possible in a language parents understand.
3. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*(A) Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:*

1. *That parents play an integral role in assisting their child's learning;*
2. *That parents are encouraged to be actively involved in their child's education at school;*
  - a) *Put in "sweat equity" = 20 hours per year*
  - b) *"Class Parent" assist the teacher in:*
    - *Getting volunteer parents to organize and work at the centers.*
    - *Preparing the monthly calendar*
    - *Taking care of birthday celebrations and other class activities.*

- *Preparing a Parent/Student Directory with address, phone, email*
  - *Being a liaison between teachers and parents*
  - *Organizing class fund records*
  - *Attend monthly PA meetings*
- c) *Each Extra-curricula group (i.e. Chorus, Band, etc.) must have a parent representative.*
- d) *"Parent of the Month" highlighting an involved parent via newsletter and PA meetings*
- e) *Parent Volunteers*
- *Academics*
  - *Door Patrol*
  - *Lunchroom*
3. *That parents are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.*
4. *the carrying out of other activities, such as those described in Section 1118 - Parental Involvement of the ESEA.*
5. *Signing and adhering to the P.S. 315 School of Performing Arts School - Parent Compact.*

## **II. PART TWO DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS.**

1. **P.S. 315** will take the following actions to involve parents in the joint development of the Empowerment Schools Parent Involvement plan under *Section 1112 - Local Educational Agency Plans* of the ESEA:
1. Principal will consult with the Parent Coordinator to keep abreast of the developmental planning of the Parent Involvement plan.
  2. Parent Coordinator will have ongoing communication with the parent body on the implementation of the Parent Involvement plan. He/she will also bring back any recommendations or critiques of the plan to the Empowerment Network via the Parent Coordinators' meetings.
  3. The Parents' Association President or designee will consult with the Principal regarding the Parent Involvement plan after attending the monthly District 22 Presidents' Council meetings.

4. The Parents' Association President (along with the Parent Coordinator) will have ongoing communication with the parent body on the implementation of the Parent Involvement plan. He/she will (along with the Parent Coordinator) also bring back any recommendations or critiques of the plan to the Empowerment Network via the Presidents' Council meetings.
  5. The Parent Coordinator and Parent Association President will utilize the internet as a means of Parent/School Communication to inform the parent body about the Parental Involvement Plan.
  6. The Parents Association will create and distribute a monthly school newsletter to inform parents of the Parental Involvement Plan.
2. **P.S. 315** will take the following actions to involve parents in the process of school review and improvement under *Section 1116 - Academic Assessment and Local Educational Agency and School Improvement of the ESEA*:
1. Parents will attend various workshops in literacy, math, science and social studies that will help them understand the major curricula areas of the school, which will help them effectively assisting their child.
  2. Parent members the School Leadership Team, will review the goals and objectives of the schools' Comprehensive Educational Plan throughout the school year to make sure what was written is implemented, edited and refined. They will also actively participate in the writing of the next year's plan.
  3. The SLT Parent members and will conduct inter-visitations to various classrooms during school time to observe classrooms to see if the goals of the Comprehensive Educational Plan are being implemented with Principal's authorization.
3. **P.S. 315** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs. (Making Books Sing, Title III LEP Programs, Orchestra of St. Luke's, Studio-in-a-School Early Childhood Program, Chinese Cultural Dance, NYC Opera, NYC Ballet Theatre, Manhattan New Music Project, Creative Outlet Dance Company, Carnegie Hall Link-Up, Carnegie Hall Musical Explorers, 92<sup>nd</sup> Street YM/YWHA and Feld Ballet) by:
1. Having targeted parents attend the Saturday Morning Adult Education classes for GED Pre-GED and ELL.

2. Having parents attend various parent/child workshops that will assist in their child's (and their) learning through the major curricula areas and the arts.
  3. Having parents attend various concerts and performances to help them understand the importance of arts integration.
  4. Having a parent committee create a handbook on resources available. This will be distributed to the parents during an orientation at the beginning of the school year.
  5. Creating and distributing a monthly school newsletter that will inform the parents of the various activities that are happening in the school as well as providing relevant articles on parenting and samples of students' work.
  6. Having the Parents Association hold parent workshops with guest speakers on topics that are relevant to them (i.e. Home ownership, Financial Portfolios).
  7. Having more parents volunteer with the option of attending "Learning Leaders" training in order to become a school volunteer. After completion of the Learning Leaders, parents will have to commit to two years of service to the school.
4. **P.S. 315** along with parents will take the following actions to conduct with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are disadvantaged, are disabled, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. **P.S. 315** will build the parents' capacity for strong parental involvement in order to ensure an effective involvement of parents and to support a partnership among the school-involved parents and the community to improve student academic achievement through the following activities specifically described below:
1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph.
    - A) Using the allotted Parent Involvement funds, a consultant will be hired to evaluate the current Parent Involvement and offer suggestions to improve it.

- B) Parents will attend meetings that will inform them of the different Learning Standards in New York State in Health, Mathematics, English Language Arts, Languages Other Than English, The Arts, Career Development and Social Studies. At that meeting, they will receive copies of the standards.
  - C) Parents will receive copies of the New York State Academic Achievement Standards.
  - D) The parents will receive copies of the School Progress Report, in order to inform them of the state and local academic assessments as well as findings from staff and parents.
  - E) Parents will attend various workshops given throughout the year that will inform them on how to monitor their child's progress and how to work with the teachers and staff.
2. The following actions will take place to assure strong parental involvement.
- A) The school will provide various workshops in literacy, math, science, and social studies that will help them assist with their children's learning.
  - B) Parents will attend Parent Association meetings on a regular basis.
  - C) Targeted parents will attend Saturday Morning Adult Education classes for GED, Pre-GED, ELL and Computer Technology.
  - D) Executive PA officers will have the possibility of employment as a School Crossing Guard through the NYC Police Department.
  - E) Parents will attend various parent/child workshops that will assist in their child's learning through Project ARTS.
  - F) Parents will attend various concerts and performances to help them to understand the importance of arts integration.
  - G) Parents will attend parent/teacher conferences to discuss their child's progress.
  - H) Parents will become school volunteers through the "Learning Leaders" training program.

3. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - A) Encouraging parents to use the UFT's "Dial A Teacher Program", Brooklyn Public Library.
  - B) Contacting community based organizations specialized in parenting will speak at scheduled Parent Association meetings.
  - C) Utilizing the internet as a means of Parent/School communication.
  - D) Creating a booklet on resources available and distribute to parents during the Parent Orientation, given at the beginning of the school year.
  - E) Creating and distributing a monthly school newsletter to inform parents of the various activities that are happening in the school as well as providing relevant articles on parenting and samples of students' work.
  
4. The schools will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, coordinate parent programs and build ties between parents and schools by:
  - A) Holding various workshops in the major curriculum areas as well as the arts.
  - B) Utilizing the internet as a means of Parent/School Communication.
  - C) Creating a Parent Booklet that lists the various resources available to parents.
  - D) Holding a Parent Orientation at the beginning of the school year where the parents learn the school's policies and the classroom teachers' goals and objectives.
  - E) Creating and distributing a monthly school Newsletter to inform parents of the various activities that are happening in the school as well as providing relevant articles on parenting and samples of students' work.
  - F) Holding parent workshops with guest speakers on topics that are relevant to them (i.e. Home ownership, Financial Portfolios)
  
5. The school will, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home

Instruction Programs for Preschool Youngsters, The Parents as Teachers Program and other public preschool programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, support parents in fully participating in the education of their children which will:

- A) Actively seeking and applying for funding that will finance the various workshops/activities.
  - B) Actively seeking organizations that will offer these workshops and activities.
  - C) Scheduling these workshops/activities at a convenient time when full parental participation can occur.
  - D) Providing transportation to activities that occur outside the school's premises to make the activity easily accessible by all.
6. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, in a language the parents can understand by:
- A) Actively seek parents who can translate various school correspondences (letters, newsletters, etc.) with the assistance of the ELL Coordinator.
  - B) Using ELL Translation funds, to provide an honorarium to those parent translators.
  - C) Having parent translators on site to translate when parents visit the school for a teacher/administrator conference.

## **P.S. 315 School – Parent Compact**

P.S. 315, its parents, students and community must work together for the successful education of our children. The School-Parent Compact is the framework to provide the highest quality of instruction all children deserve so they can fulfill their potential and become productive and responsible citizens. We are committed to communicate and share the responsibilities that will educate our children. P.S. 315, staff parents/guardians and students commit and agree to work cooperatively to perform the following educational activities:

### **The School Will:**

- Provide an environment to promote interactive learning.
- Respect and value the uniqueness of each child and her/his family.
- Provide updated and timely information about all school programs
- Offer flexible Parent/Teacher meetings to encourage communication.
- Provide performance profiles and individual student assessment results and other pertinent academic information.
- Provide high quality curriculum, instruction and academic standards.
- Assign pertinent and meaningful homework.
- Offer special and appropriate assistance to students
- Provide professional development activities such as literacy classes, instructional workshops and training programs.
- Provide the Chancellor's Code of Discipline.

### **The Parents Will:**

- Participate in the Parents' Association
- Become familiar with the child's curriculum and follow his/her work closely by monitoring homework, tests and class work.
- Read at least 15 minutes each day with their child.
- Supervise their child's reading at least 30 minutes each day.
- Limit television viewing on school nights.
- Communicate with your child's teacher about her/his academic needs and attend parent/teacher conferences.
- Send their child to school on time dressed neat in clean school attire and prepared with appropriate supplies.
- Become involved with their child's school life by speaking with them daily about school, showing interest in her/his work, assisting with school projects, and teaching her/him the importance of an education.
- Attend school professional development activities such as literacy classes, workshops and training programs.
- Become involved with their child's school life by participating in the school's

Parent Signature \_\_\_\_\_  
Date \_\_\_\_\_

"Sweat Equity" program.

- Be familiar with the Chancellor's Code of Discipline
- Adhere to all of the school's mandated policies.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>533</b>	District <b>22</b>	School Number <b>315</b>	School Name <b>P.S. 315K</b>
Principal <b>Darlene Carter, Principal, I.A</b>		Assistant Principal <b>Darleen Garner</b>	
Coach <b>Deborah Kennedy (Literacy)</b>		Coach <b>JoAnn Fava (Math)</b>	
Teacher/Subject Area <b>Michael Pacheco/Science &amp; Tech</b>		Guidance Counselor <b>Charles Farruggia</b>	
Teacher/Subject Area <b>Charlene Schulman-Glasser/Art</b>		Parent <b>Daniela Suarez</b>	
Teacher/Subject Area <b>Maria Khan/ESL</b>		Parent Coordinator <b>Angela Gonzalez</b>	
Related Service Provider <b>Leon Diamond</b>		Other	
Network Leader <b>Nancy Ramos</b>		Other	

### B. 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>804</b>	Total Number of ELLs	<b>87</b>	ELLs as Share of Total Student Population (%)	<b>10.82%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. 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.)
6. 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.

Our ESL teacher participates during the registration process. She speaks three languages, therefore she assists the parents completing the Home Language surveys and interviews the students prior to the first day of school. After having initialed the Home Language survey, she administers the LAB-R to newcomers during the first 10 days of attending school. She also keeps a list of the LAB-R raw scores which facilitates placement of our students.

Two months prior to the NYSESLAT all ELLs become familiar with the format of the test as they complete exercises in practice books for the NYSESLAT (this past school year we used NYSESLAT by Continental Press).

The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL): At enrollment, our ESL teacher meets with parents to determine the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home.

After collecting the HLIS and determining that a language other than English is spoken in a child's home, the child is administered a Language Assessment Battery-Revised, (LAB-R), which is a test that establishes an English Proficiency Level within 10 days of enrollment. Those children who score at or below proficiency on the LAB-R become eligible for state mandated services for ELLS.

Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

Entitlement Letter, parent surveys and Program Selection Forms and Placement letters of children eligible for services are sent home to parents. All these forms are in the parents' native language.

Parents of newly enrolled ELLS are invited to attend an orientation meeting where the three program choices (Transitional Bilingual, Dual language and Freestanding ESL) are presented to them. Invitation letters are sent in many language and sometimes phone calls are made. Parents are able to view a DVD entitled, "Orientation for Parents of English Language Learners", provided by the Office of English Language Learners that has been translated in at least 13 languages. The ESL teacher and the Parent Coordinator coordinate the orientation and deliver information to the parents in a timely manner. A recordkeeping log is kept to track these compliance documents and parent orientation meetings. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision makers in this process.

A review of the Parent Survey and Program Selection forms at our school for the past 5 years, show that the parents' preference is to have their child placed in a Freestanding English as a Second Language Program. So we feel that our program is in alignment with parent requests.

## Part III: 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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	24	0	0	0	0	0	0	0	0	0	0	0	0	24
<b>Push-In</b>	0	28	15	7	5	8	0	0	0	0	0	0	0	63
<b>Total</b>	24	28	15	7	5	8	0	0	0	0	0	0	0	87

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	87	<b>Newcomers (ELLs receiving service 0-3 years)</b>	70	<b>Special Education</b>	11
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>	12	<b>Long-Term (completed 6 years)</b>	3

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	72	2	5	12	0	2	3	0	1	87
<b>Total</b>	72	2	5	12	0	2	3	0	1	87

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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
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## 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	9	10	3	3	0	3	0	0	0	0	0	0	0	28
Chinese	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	3	0	0	1	0	0	0	0	0	0	0	0	5
Urdu	1	4	2	0	0	0	0	0	0	0	0	0	0	7
Arabic	3	1	0	0	1	0	0	0	0	0	0	0	0	5
Haitian	7	8	9	4	1	5	0	0	0	0	0	0	0	34
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	1	1	0	1	0	0	0	0	0	0	0	0	6
<b>TOTAL</b>	<b>24</b>	<b>28</b>	<b>15</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>87</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - 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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The program model we offer is Freestanding ESL. We currently have on staff two licensed/certified ESL teachers, One has also a Bilingual Extension and a Common Branch license.

P.S 315 has presently 87 ELLs of which twenty four students are in a self-contained Kindergarten ESL class and 63 receive pull-out, or push-in Freestanding ESL students are grouped according to their English Proficiency level based on the NYSESLAT or LAB-R for newcomers. Beginners and Intermediate students receive 360 minutes of instruction per week and advanced student receive 180 minutes of instructions per week as per CR Part 154.

The ESL teacher groups the students homogeneously within consecutive grades. Due to the heavy volume of students and in order to ensure the mandated number of instructional minutes, the ESL teacher has large groups, approximately 13 to 15 students in each group. The ESL

teacher picks the students up from their class and after the required ESL instructional periods takes them back to their respective classes.

At the beginning of the school year, the staff is informed who the ELL students are in their classes and their levels. They are also given a schedule of when the ELLs will be pulled each day. The ESL teacher always maintains open communication with the classroom teacher regarding the progress of these students.

Our Freestanding ESL Program is a systematic program of English Language instruction using second language acquisition methodologies such as: the Cognitive Academic Language Learning Approach (CALLA) and the Natural Approach. The Natural Approach provides access to content area instruction through the use of various instructional supports, e.g., scaffolding, modeling, bridging, contextualization, schema building, graphic organizers, questioning and working in cooperative groups. ELLs also participate in the reading lessons that are structured according to the Balance Literacy model. They are in flexible groups in all aspects of guided reading, shared reading, read aloud and writing.

Differentiated instruction is the key strategy when planning instruction for ELLs, for instance, when instructing newcomers, recently immigrated students who are at the Pre-Production stage of second language Acquisition, instruction is modified by focusing on building vocabulary, developing listening skills, modeling reading and writing, using visuals, realia and providing active contextualized engaging activities.

A combination of different second language acquisition strategies, (The Natural Approach, T.P.R., scaffolding) are used to introduce students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the student's understanding of content area subject while the student is acquiring English Bilingual picture dictionaries are very helpful.

In the situation where we have SIFEs, students with interrupted instruction, attention must be given to the learning gaps in the child's instruction. A SIFE student needs intensive special support and is offered very small group instruction, AIS, extended day programming and also our ESL Title III after school program.

Instruction for long-term ELLs is focused on immersing students in a print-rich environment providing context-enriching activities and engaging students in small group lessons.

We must offer opportunities for students to learn through modeling, modifying materials and addressing different learning styles.

Our ELLs with special needs are placed in self-contained classes and in CTT classrooms as per their IEP. Our special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP, as well as AIS services. Lessons for students with special needs are modified to address different learning styles by incorporating technology.

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

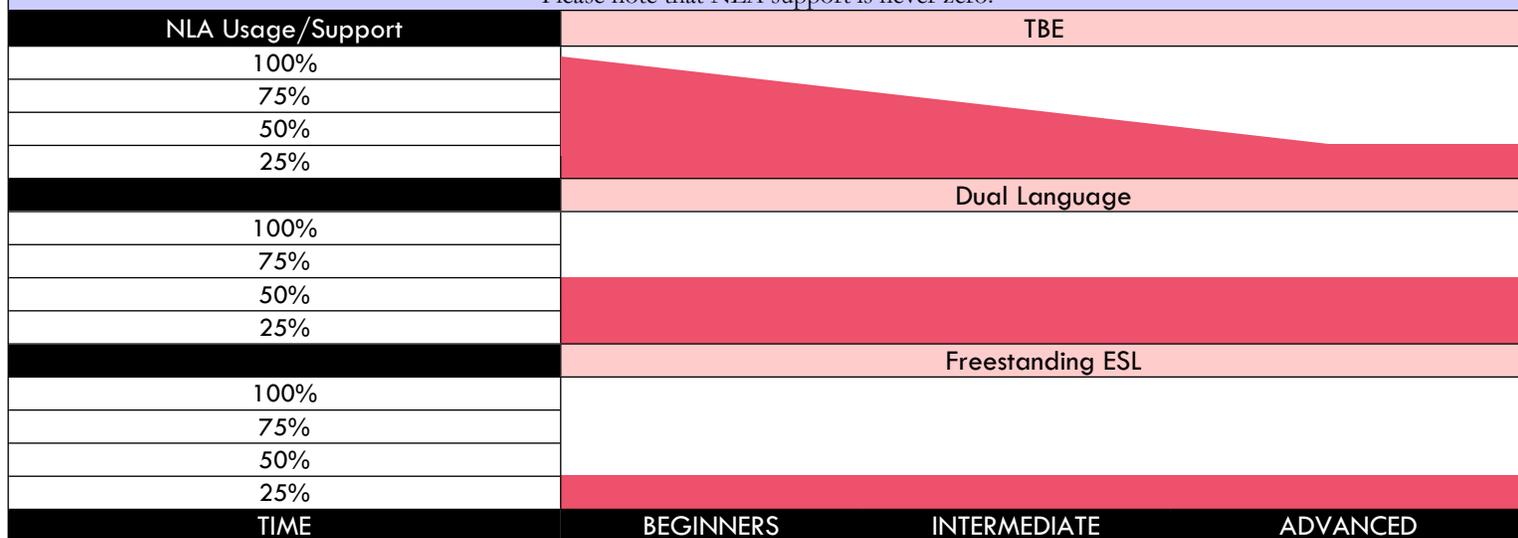
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Newcomers, students who are in the country less than three years, must take all standardized tests after one year of residency in the USA. Taking the ELA is a daunting challenge for them. The ESL teacher must address this challenge by providing activities that teach necessary reading skills as well as fostering higher order thinking skills.

Lessons must also teach uncommon vocabulary, non-literal usage (idioms) complex sentence structure and use longer passages, this all involves working against the time since language acquisition and comprehension develops over a long period of time. In order to help our students who take the ELA for the first time we place them in our Title III after school program.

Our plan to support those students who have proficiency on the NYSESLAT is as follows:

- Participation in a small group with an ESL pull-out teacher for a minimum of three sessions per week.
- Academic intervention provided by AIS
- Small group instruction in the extended day program

Next year if the budget permits, we hope we will be able to have another ESL teacher in order to reduce the size of the pull-out groups. Otherwise, our program is running well.

Our school makes every effort to ensure that ELLs have equitable access to education opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all after school supplemental programs and they also take part in extracurricular activities, such as art, chorus, band, orchestra, dance and student government. They also participate in the Spanish Bee competition.

We have an array of appropriate instructional materials for our ELLs: Textbooks, Big Books, workbooks, grammar books, posters, flashcards, and other hands-on materials used in instructing our ELLs. We also have software for language development in the mainstream classes where ELLs are assigned. Our librarian has made an effort to keep native language books on our shelves for students to read. Our ELLs receive full support of our principal and school administrator. We do our best to be in compliance to ELL-related mandates.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development is very important to our learning community. Literacy coaches, math coaches, and ESL teachers meet with the staff to discuss strategies to assist all ELLs to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic standards as all children are expected to meet. ESL issues will be addressed during faculty conferences and staff development days. Every staff member receives necessary data, strategies and skills in order to work effectively with ELLs. The documentation with agendas and sign-in sheets are to ensure that the 7.5 hours of ELL training for all staff is recorded.

ELLs going to middle school will be invited to attend orientation sessions in the evening. They will attend these sessions with their parents. The guidance counselor will conduct this orientation and the ESL teacher will be there to assist and translate.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are introduced to the school and the staff on "Meet the Teacher Night". Invitation letters in different language are sent. On that same night, the ESL teacher conducts her orientation and we always have very good attendance. Parents come also to parent-teacher conferences, where we also provide translation services. We also have ELA, math and NYSESLAT nights. Our Parent Coordinator, Angela Gonzalez, is organizing informal meetings with the parents, so we can find out more about their needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)	12	9	4	1	0	1	0	0	0	0	0	0	0	27
Intermediate(I)	5	12	7	2	3	3	0	0	0	0	0	0	0	32
Advanced (A)	7	7	4	4	2	4	0	0	0	0	0	0	0	28
Total	24	28	15	7	5	8	0	0	0	0	0	0	0	87

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	5	3	0	8
4	1	10	1	0	12
5	5	5	0	1	11
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1			7		2		10
4		1	6		6				13
5	4	1	6			1	1		13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1			10		1		12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1	1		8				10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Currently, teachers are using the Teacher's College Assessment in all grades. This assessment will allow teachers to identify particular areas of weaknesses in such areas as early literacy behaviors, high frequency words, identifying initial sounds, blending sounds, segmenting words, rhyming, reading comprehensions and reading accuracy. The Teacher's College Assessment will allow teachers to examine data more closely

level of difficulty, sophisticated vocabulary and the length of the passages of the fifth grade exam. We have to expose our ELLs to longer and complex readings, where they can use their inferencing skills and develop reading stamina as well as increasing vocabulary.

We evaluate the success of our program when we see growth in our ELLs. We compare the levels of proficiency in English at the beginning of the year with the results of the NYSESLAT. Also for the upper grades, those students who take the ELA, math, and science tests should show improvement year after year. In that way, we can determine if our program is successful.

### 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 additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		