



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE DANIEL MUCATEL SCHOOL PS 115

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K115

PRINCIPAL: DENIS GUERIN

EMAIL: DGUERIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Denis Guerin	*Principal or Designee	
Miguel Santa	*UFT Chapter Leader or Designee	
Debra James	*PA/PTA President	
Ellen Tenaglia	DC 37 Representative	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Linda Arcario	Member/Staff	
Florentine Fritz	Member/Staff	
Debbie Ingberg	Member/Staff	
Nerland Jeanniton	Member/Staff	
Jenny Troman	Member/Staff	
Gemma Barclay	Member/Parent	
Tina Estrada	Member/ Parent	
Ivrol Hines	Member/ Parent	
Joyce Johnson	Member/ Parent	

Beatrice Jocelyn	Member/ Parent	
DiShona Miller-DeSilva	Member/ Parent	
Janice Olivierre	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Professional Rigor

To expand professional development, improve teacher practice, integrate a deeper collaborative analysis of learning outcomes and increase the rigor of teacher/staff evaluations.

By June 2012, 100% of the teachers will develop the ability to evaluate and improve their professional practice in collaboration with the principal, assistant principals and content areas coaches as evidenced by a variety of instruments including observations (informal, formal), professional conversations, teacher self assessments/reflections on practice, data analysis that comes out of coaching cycles and peer collaboration.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The NYC School Survey shows that teachers need clarification as to what is expected of them and that teachers want to play a meaningful role in setting goals and making important decisions for this school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Professional Goal Setting: Will be established throughout the year by each teacher using a research based Framework for Teaching; established benchmarks will guide self assessments and allow for the development of an individual professional learning plan that improves teacher practice and creates a higher level of student engagement thereby promoting student achievement. The goals identified will also align with classroom and individual student goals. The framework for enhancing professional practice will be utilized as the primary tool for professional learning. This work will support our efforts to address our developing strengths as outlined in the 2011-2012 Quality Review.

Peer Collaboration: Will be fostered by the scheduling of a common planning period for each grade once a week. Grade-level and vertically aligned intervisitations will promote reflection on best practices and encourage professional conversations. CCLS aligned Curriculum mapping will improve teacher practice and expand the use of multiple entry points for all students in the UDL methods and resources to promote key standards and rigorous curriculum in support of differentiation of instruction across curriculum areas. Inquiry Teams and TTIP across the school will utilize a variety of assessments to drive instruction and increase student performance. Individual student goals, both interim and long term, will be established and utilized to develop curriculum to support the targeted students. These goals will support instruction for targeted students for Extended Day, spring instructional Saturday Institutes, as well as their achievement in the classroom daily.

Inquiry Teams will determine successful and unsuccessful practices which will lead to units of study that are aligned with the Common Core Learning Standards in ELA and Math. The developed curriculum will be a living document, to assist in the differentiation of instruction based on students' needs.

Observations (formal and informal): Will be a tool for reflective conversation on teaching practices. Informal will allow for frequent assessment of instruction and effective use of data. The formal will confirm or disconfirm the need for support. Learning walks will establish guideposts for instruction and learning environments.

Cyclical Coaching: Will provide support in all content areas. The focus will be on need and established trends based on data. This will be evidenced by classroom observations, analysis of student work, teacher self-assessment, and academic rigor. The increased professional development will foster a deeper collaborative analysis of learning outcomes, improve overall instruction, and increase the assessment of curricular and pedagogical decisions made to increase the level of student thinking. Continued professional development on analyzing student performance data to plan differentiated instruction and group students will be based on identified need.

Evidence:

- The development of CCLS aligned curriculum maps and systemic intervisitations will provide a thorough framework for instructional best practices and the DOK (Depth of Knowledge scale) will ensure academic rigorous, thus clear expectations will be set with regards to how students can achieve high levels of quality work aligned with the Common Core State Standards.
- New curricula developed as a result of inquiry studies will be aligned with instructional practices that are proven to be effective thus positively affecting student outcomes.
- Through professional and student-centered goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences across curriculum areas.
- Formal and informal classroom observations
- Data collected from coaching cycles
- Analysis of student work and assessments

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Ongoing parent workshops in the areas of understanding Student Progress Reports, Common Core Learning Standards and Common Core Learning Standards Tasks are conducted regularly.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A because our school has 100% Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Network 602 has provided workshops on the Common Core Learning Standards, Common Core Learning Standards Tasks, Curriculum mapping, Universal Design for Learning, and “Looking at Student’s Current Thinking and How it Aligns to the Common Core Learning Standards”. Literacy Associates has been contracted to provide us with six days of professional development in the development and implementation of curriculum units aligned to the Common Core Learning Standards.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

.5 Assistant Principal – **Title I SWP**

Literacy/Social Studies Coach – **Title I SWP and TL FSF**

Mathematics/Science Coach – **Title I SWP and Contract for Excellence**

Arts/Gifted Staff Developer – **Contract for Excellence and TL FSF**

Per Diem for Inquiry Team Data Specialist Consultation – **TL Data Specialist**

Per Diem for Professional Development – **TL FSF**

Per Diem for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Saturday Institutes – **Title III LEP**

OTPS: Materials/Professional Development Contracts – **TL FSF and Title I SWP**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

English Language Arts

To improve student achievement in English Language Arts which will allow students to demonstrate that they have developed a deep understanding of content which can be transferred to new or more complex situations.

By June 2012, there will be an increase of 6% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity, class work, observations, ELA coach support, report cards, and the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on our State Progress Report, New York State Assessments, Saturday School Program data, Individual Student Progress Reports, ACUITY, ECLAS, DRA, Teacher Team Inquiry Program, class assessments and low inference observations we determined the need for Professional Development and support in Curriculum Mapping, unit planning, developing a deeper understanding of Common Core Learning Standards and implementing tasks aligned to Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Curriculum Mapping: Continue to focus on school wide curriculum mapping that is aligned with the CCLS to guide reading and writing curricula. Using DOK and UDL create rigorous units of study to support the Performance task. In September and October we will make use of writing curriculum maps that were written in June, 2011. By November, 2011, we will complete and begin to utilize writing curriculum maps for the remainder of the 2012 school year. By the end of December we will have completed our first CCLS aligned unit connected to a culminating Performance task. January, we will begin to develop reading curriculum maps with the goal of completing CCLS aligned maps by June 2012. Additionally, all curriculum maps will have a strong focus on non-fiction texts and will include content from the areas of science, social studies, the arts and technology which will ensure a rigorous curriculum that will promote a deeper understanding of content.

Focus on Assessments: Examine current reading and writing assessments against CCLS aligned rubrics to develop a consistent school wide ELA assessments plan. This will be done by further improving and streamlining assessment tools [i.e. Classroom Binders, running records, E-Clas2, Dibels, Brigance (for Pre-K and K), unit assessments, DRA] and by establishing a school-wide goal-setting practice in reading and writing as well as the use of reading and writing rubrics as an effective assessment tool. One pivotal change in assessments for this year is to utilize DRA as the standard ELA assessment tool for Kindergarten through 5th grades. The data gathered from the DRA assessments will strongly support differentiation of student learning goals which will result in improved student success on all levels.

The Literacy Team: To build on what was established during the 2010-2011 school year, we will continue to improve ELA teaching practices by further developing our ELA Team. Headed by the ELA coach and made up of teachers who have demonstrated strong interest and expertise in reading and writing, this team will deepen communication with teachers, coaches and supervisors about the staff's instructional needs in the areas of reading and writing and how they relate to science, social studies and Mathematics. A key part of this team's purpose will be to determine professional development, coordinate classroom inter-visitations and lesson modeling. The Literacy team will continue to examine the CCLS and turn-key the information to the teachers so that the full implementation of the CCLS takes place by September, 2013. The Literacy Team will also focus on professional development that will strengthen the balanced literacy model—first through improved use of Guided Reading sessions to support effective differentiation in the classroom. Professional development in ELA will include student conferencing, establishing an intervisitation program for the sharing of best practices, and improving the organization/use of classroom and resource room libraries.

Development of Common Core Learning Tasks: In order to design a rigorous curriculum that will engage all students, teachers will reflect upon their current curriculum maps and design a Common Core aligned unit of study that incorporates opportunities for students to read, write, research, and present their work culminating in a Performance Task. The literacy team will work with the ELA coach to interpret the common core standards and develop learning tasks to incorporate into their curriculum maps. The team members will in turn support their grade team in the revision of existing maps in addition to the development of new maps. The learning tasks that are developed will promote a deeper understanding of content.

Evidence:

- 60% of students in grades 3, 4, and 5 will demonstrate proficiency in ELA skills that were the focus of the inquiry studies.
- New curricula developed as a result of inquiry studies will be aligned with instructional practices that are proven to be effective thus positively affecting student outcomes.
- Through goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.
- Through the utilization of rubrics, clear expectations will be set with regard to how students can achieve high levels of quality work aligned with the Common Core State Standards.
- Student performance will be monitored with classroom formative assessment data, periodic assessments, teacher made assessments and the NYS ELA examination.
- Formal and informal classroom observations
- Periodic analysis of student work

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Ongoing parent workshops in the areas of understanding Student Progress Reports, Common Core Learning Standards and Common Core Learning Standards Tasks are conducted regularly.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A because our school has 100% Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Network 602 has provided workshops on the Common Core Learning Standards, Common Core Learning Standards Tasks, Curriculum mapping, Universal Design for Learning, and “Looking at Student’s Current Thinking and How it Aligns to the Common Core Learning Standards”. Literacy Associates has been contracted to provide us with six days of professional development in the development and implementation of curriculum units aligned to the Common Core Learning Standards.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

.5 Assistant Principal – **Title I SWP**

Literacy/Social Studies Coach – **Title I SWP and TL FSF**

Mathematics/Science Coach – **Title I SWP and Contract for Excellence**

Arts/Gifted Staff Developer – **Contract for Excellence and TL FSF**

Per Diem for Inquiry Team Data Specialist Consultation – **TL Data Specialist**

Per Diem for Professional Development – **TL FSF**

Per Diem for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Saturday Institutes – **Title III LEP**

OTPS: Materials/Professional Development Contracts – **TL FSF and Title I SWP**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Mathematics

To improve mathematics instruction through Teacher Professional

Development in order to deepen both their mathematical content knowledge as well as their teaching of mathematics. This would lead to an increase in the performance of students in mathematics.

By June 2012, there will be an increase of 5% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including the unit assessments, periodic assessments, Acuity, class work, observations, math coach support, report cards, and the NYS Math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on our State Progress Report, New York State Assessments, Saturday School Program data, Individual Student Progress Reports, ACUITY, Teacher Team Inquiry Program, class assessments and low inference observations we determined the need for Professional Development and support in math investigations, developing a deeper understanding of Common Core Learning Standards and implementing tasks aligned to Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Provide teachers with the opportunity to collaborate in order to support the needs of the targeted population of current grade 3, 4 and 5 students as follows:

- A scale score range of TBD on the 2011 grade 3 NYS Math assessment
- A scale score TBD on the 2011 grade 4 NYS Math assessment

The Math Team: To build on what was established during the 2010-2011 school year, we will continue to improve mathematical teaching practices by further developing our Math Team. Headed by the math coach and made up of teachers who have demonstrated strong interest and expertise in Mathematics, this team will deepen communication with teachers, coaches and supervisors about the staff's instructional needs in the area of mathematics and how they relate to literacy, science and social studies. A key part of this team's purpose will be to determine professional development, coordinate classroom inter-visitations and lesson modeling to further develop mathematical content and help to enrich the teaching of mathematics. The math team will continue to examine the CCLS and turn-key the information to the teachers so that the full implementation of the CCLS will take place by 2014. The Math Team will also focus on professional development utilizing the Math in the City (MiTC) model. Professional development in math will include student conferencing, and establishing an intervisitation program for

the sharing of best practices.

Focus on Assessments: Examine current mathematical assessments to develop consistent school-wide Mathematics assessments. This will be done by further improving and streamlining assessment tools [i.e. Classroom Binders, Everyday Math (EDM) Unit Assessments, teacher-developed MiTC assessments] and by establishing a school-wide goal-setting practice in mathematics as well as the use of mathematics rubrics as an effective assessment tool.

Development of Common Core Learning Tasks: The math team will continue to examine the CCLS and turnkey the information to teachers. In order to help the students deepen their mathematical thinking in a rigorous curriculum, the math coach will work with team members to develop learning tasks and investigations that are aligned to CCLS. Teacher leaders will work grade teams in order to develop rigorous tasks in existing units following the MitC model.

Evidence:

- 60% of students in grades 3, 4, and 5 will demonstrate proficiency in Math skills
- Deepening teacher mathematical understanding will help increase student mathematical thinking which will help prepare them for the upcoming Common Core Learning Standards in Mathematics.
- Through goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.
- Utilize mathematical rubrics so that students can set clear expectations to achieve high levels of work in mathematics. Students will produce more meaningful work products.
- Deeper collaborative analysis of learning outcomes to improve mathematical instruction.
- Student performance will be monitored with classroom formative assessment data, periodic assessments, teacher made assessments and the NYS Math examination.
- Formal and informal classroom observations
- Periodic analysis of student work

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Ongoing parent workshops in the areas of understanding Student Progress Reports, Common Core Learning Standards and Common Core Learning Standards Tasks are conducted regularly.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A because our school has 100% Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Network 602 has provided workshops on the Common Core Learning Standards, Common Core Learning Standards Tasks, Curriculum mapping, Universal Design

for Learning, and “Looking at Student’s Current Thinking and How it Aligns to the Common Core Learning Standards”. Metamorphosis has been contracted to provide us with professional development in the development of math investigations aligned to the Common Core Learning Standards. In order to build capacity, five teachers visit various Metamorphosis Learning Communities four times each and facilitate implementation of investigations.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

.5 Assistant Principal – **Title I SWP**

Literacy/Social Studies Coach – **Title I SWP and TL FSF**

Mathematics/Science Coach – **Title I SWP and Contract for Excellence**

Arts/Gifted Staff Developer – **Contract for Excellence and TL FSF**

Per Diem for Inquiry Team Data Specialist Consultation – **TL Data Specialist**

Per Diem for Professional Development – **TL FSF**

Per Diem for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Saturday Institutes – **Title III LEP**

OTPS: Materials/Professional Development Contracts – **TL FSF and Title I SWP**

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Special Education

To develop cognitively demanding learning experiences for students with disabilities by increasing their participation in school-wide curriculum and activities in order to reach the higher levels of achievement required by the Common Core Learning Standards (CCLS) in English Language Arts.

By June 2012, there will be an increase of 5% in the number of students with disabilities who make more than 1 year's progress in English Language Arts as measured by a variety of instruments including, benchmark assessments (ECLAS, DRA, etc.), periodic assessments (Acuity), class work, progress reports, report cards, and scores on the NYS ELA exam.

Comprehensive needs assessment

From the school's Progress Report, we know that only 6.7% of students with disabilities scored at or above the proficiency level in English Language Arts. In addition, it also shows that only 36.8% of these students received a growth percentile rate of 75 or higher. According to the school's Accountability Report with New York State, we did not make our Annual Yearly Progress target and have been designated as SINI (School in Need of Improvement) – Year 1 (Basic) in the subject of English Language Arts for the low performance of students with disabilities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

FAPE in the LRE: A free, appropriate, public education (FAPE) must be available to all students at P.S. 115, including students with disabilities. They will be educated to the greatest extent possible in the Least Restrictive Environment (LRE) that is appropriate for each individual student. The LRE committee will support special education and general education teachers in identifying flexible placement opportunities to increase the participation of students with IEPs in the general education setting. In addition, the team will assist teachers in developing academic and behavioral supports for mainstreamed students and monitoring student progress. To aid in this process, special education teachers will also take part in an Educational Benefit Activity (EBA), in which they will be required to review a student's IEPs across a span of 3 years in order to determine if the IEPs were reasonably calculated to maximize educational benefit for the student. Also, the EBA will identify redundancies, goals and objectives that may or may not have kept students in a more restrictive environment (MRE). Both the LRE Committee and EBA activities are supported by national research which has demonstrated that more time spent in the general education classroom is positively correlated with higher scores on standardized exams in ELA and mathematics, fewer absences from school, fewer referrals for disruptive behavior, and better outcomes after high school. Programmatic planning for the upcoming 2012-2013 school year will focus on the curricular, instructional, and scheduling flexibility that will be needed in order to provide students with an education in the Least Restrictive Environment. This will include developing uniform scheduling to accommodate students with IEPs in general education classrooms. Currently, students with special needs are only mainstreamed during non-academic periods, as evidenced on ATS

Mainstreaming Survey and on school's latest Progress Report (.40 for movement of students with disabilities to the LRE). Increased participation of students with special needs into general education classrooms will improve the learning environment for all students at P.S. 115 by more accurately demonstrating that people with disabilities are a part of our everyday world.

Functional Behavior Assessments (FBA)/Behavior Intervention Plans (BIP): P.S. 115 will develop a Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) process that will serve as a tool for intervention for all students with and without IEPs. For students without IEPs, FBAs and BIPs will be created and monitored for those referred to the SSST team and will be a means of mediating behaviors before formal referral for special education evaluation. Additionally, with the anticipated increase of students with IEPs participating in the general education classroom, the FBA/BIP process will assist teachers by providing effective strategies that will increase the time students spend in this type of learning environment.

Professional Development Opportunities: Both special education teachers and general education teachers will be provided with professional development on Differentiated Instruction (DI) and Universal Design for Learning (UDL). These trainings will provide teachers with a structure to develop their instruction to meet the needs of a diversity of learners in reaching the requirements of the Common Core Learning Standards (CCLS). By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, teachers can customize and adjust their lessons to meet the individual needs of students with and without disabilities. General Education teachers will also be trained on how to navigate the new SESIS system which will provide them with more accessible student information to aid them in planning instruction.

Evidence:

- 5% of students with IEPs will make more than 1 year's progress on the New York state ELA exam.
- As a result of the FBA/BIP process, there will be a decrease in disruptive behaviors and therefore an increase the amount of time spent in the general education classroom by students with disabilities thereby improving the learning environment for all students.
- Differentiated Instruction and Universal Design for Learning techniques implemented in the classroom will increase achievement of the Common Core Learning Standards (CCLS) in ELA and mathematics for students with disabilities.
- At least 30% of students with disabilities in self-contained placements will be mainstreamed into general education classes.
- Student placement and mainstreaming will be monitored by LRE committee.
- Formal monitoring of Behavior Intervention Plans (BIPs) will be conducted by Deans, IEP teacher and paraprofessionals.
- Student academic progress will be measured through class work, progress reports, periodic assessments, report cards, and NYS exams.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents of students with disabilities are provided on-going support in negotiating the special education process by the school's staff, School Assessment Team (S.A.T.), and district's CSE department (Committee on Special Education). Additionally, parents are given Parental Rights Notification information as well as information concerning 504 procedures.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A because our school has 100% Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

With the assistance of the New York State SESIS (Special Education School Improvement Specialist), we have created a Quality Improvement Plan (QIP) to help the academic achievement of students with IEPs in English Language Arts. The SESIS and Instructional Leaders meet weekly to conduct classroom observations, facilitate meetings with instructional staff, and provide professional development on effective strategies and methods for teaching English Language Arts to students with special needs. In addition, the school is provided administrative support in the area of Special Education from Network 602 staff members.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

.5 Assistant Principal – **Title I SWP**

Literacy/Social Studies Coach – **Title I SWP and TL FSF**

Mathematics/Science Coach – **Title I SWP and Contract for Excellence**

Arts/Gifted Staff Developer – **Contract for Excellence and TL FSF**

Per Diem for Inquiry Team Data Specialist Consultation – **TL Data Specialist**

Per Diem for Professional Development – **TL FSF**

Per Diem for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Saturday Institutes – **Title III LEP**

OTPS: Materials/Professional Development Contracts – **TL FSF and Title I SWP**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Student Behavior

To improve student behavior which will allow students to demonstrate that they have developed a deeper respect for their peers, teachers and anyone else who is a part of the P.S. 115 community. This will greatly impact how they approach day-to-day instructional demands as well as build an understanding of the positive role they can play in our community or any other that they may become a part of as they grow and develop into adults.

By June 2012, there will be a decrease of 5% in the number of student incidents compared to the 2011 school year. By June 2012, there will be a decrease of 10% in our level 4 and 5 incidents.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Using a data driven approach to analyze behavioral trends, we have identified that in the 2010-2011 school year we had 76 Principals suspensions and 16 superintendent suspensions, totaling 92 disciplinary incidents. Our data also reflects a high number of recidivist students. In regards to our level 1-5 incident report we saw that our level 1, 2, 3 infractions compared to level 4 and 5 was 71:48.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Data Driven Approach: P.S. 115 will use OORS/SOHO data to determine what our strengths and weaknesses are with regards to student discipline. This data will examine location of occurrences, time of day that occurrences take place, high occurrence months as well as repeat offenders within the school building. We will also use this data to isolate target groups of at-risk students. In addition to the staff focus on behavioral data, we will continue to enlist fourth and fifth grade students in the utilization of the inquiry process through the “Student Inquiry Team” which was established in the spring of 2011. As our community’s largest and most important constituency, this team ensures that their voice is heard. Students on this team take on a greater sense of responsibility within our community by creating, coordinating and compiling data from surveys and therefore, provide a more complete picture of overall needs of the community.

School Wide Programs: To build on what was established during the 2010-2011 school year, we will continue to work with students to develop a greater respect for their peers, teachers and the entire P.S. 115 school community. We will continue to build on already established school wide programs such as *The Leadership Program Initiative, PBIS, NYPD Mentoring Program* and *Respect for All Anti-Bullying Program*.

Guidance Intervention/Restorative Approaches: Students who continue to engage in negative behaviors will receive interventions following a ladder of discipline using restorative approaches to discipline. The guidance counselor and intervention specialist will engage students in peer mediation which will include a trained group of students from our student council. Additionally, conflict resolution groups will be held for students deemed to be at risk. These character building exercises will help students to develop an understanding of the positive role they can play in our community or any other that they may become a part of as they grow and develop into adults.

Professional Development (PD): In Spring 2011, all faculty and staff received PD from *The Leadership Program* which focused on providing classroom management techniques to meet the demands of increased class size coupled with a significant decrease in out-of-classroom support as the result of budget constraints. This PD specifically focused on developing “students as leaders.” In the 2011-2012 school year, these techniques will be reinforced with follow-up PD to ensure that these practices take hold in our classrooms. Reinforcement will include techniques such as effective use of behavior charts and communication with parents/guardians, developing and maintaining daily conduct reports and behavior action plans, and the utilization of the SOAR program (Service Opportunity combined with Actions equals Results) which focuses students on how they can better serve the community on a variety of levels. Separate from the staff PD, all fourth grade classrooms participated in a six-week, in-class program that focused on building students’ leadership skills so that they can assume the role of leaders of our community when they enter fifth grade. This program also created specific leadership roles for 7-10 students in each fifth grade classroom. This initiative will provide a model for which the rest of the school can follow. This program fosters distributive student leadership within classrooms which decreases the burden of classroom management on teachers and empowers students to have a role in creating a positive classroom environment.

Evidence:

- 7% of students in Kindergarten through grade 5 will show a decrease in their number of incidents.
- Through utilization of behavior action plans, students will show growth in positive behavior.
- As a result of this student behavior action plan there will be an increase in student academic engagement.
- Students will understand the positive role they can play within the school community.
- Student behavioral performance will be monitored through formal OORS/ SOHO data.
- Use of daily behavior logs and student action plans
- Informal observations of student behavior in various settings

Strategies to increase parental involvement

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Holding parent workshops In January and April to educate parents regarding bullying and gang awareness.
- Educate parents about healthy life styles by holding Food and Nutrition, CPR and Asthma related parent workshops.
- Partnering with Community Based Organizations such as Common Sense Media (Social-Media/ Cyber Bullying), Cornell University, NYC Police Department, FDNY etc. to help facilitate these workshops.
- By holding these workshops at different times of the day so all parents can have the opportunity to attend.
- By partnering with the Boy Scouts and/or Girl Scouts to have positive character building programs available to our school community and by housing these programs at our school.
- By Inviting authors and motivational speakers to meet with both students and parents to promote positive behavior.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A because our school has 100% Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

School wide programs to support this goal are supported by local services through *The Leadership Program Initiative*, *NYPD Mentoring Program* and *Respect for All Anti-Bullying Program*.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding:

5 Assistant Principal – **Title I SWP**

Literacy/Social Studies Coach – **Title I SWP and TL FSF**

Mathematics/Science Coach – **Title I SWP and Contract for Excellence**

Arts/Gifted Staff Developer – **Contract for Excellence and TL FSF**

Intervention Specialists – **TL FSF**

Per Diem for Inquiry Team Data Specialist Consultation – **TL Data Specialist**

Per Diem for Professional Development – **TL FSF**

Per Diem for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Inquiry Team Consultation – **ARRA RTTT Citywide Instructional Expectations**

Per Session for Saturday Institutes – **Title III LEP**

OTPS: Materials/Professional Development Contracts – **TL FSF and Title I SWP**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

If you have areas describing services to students in Guidance, Psych, Social Work and Health you have to put #s of students seen on this chart.

	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	41	41	N/A	N/A	15	0	3	6
1	114	114	N/A	N/A	23	8	3	27
2	67	67	N/A	N/A	29	6	5	33
3	59	59	N/A	N/A	36	5	6	26
4	116	116	116	116	24	3	2	29
5	90	90	90	90	20	0	4	13
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> •Extended SETTS (not on IEP)-small group instruction provided during the school day to at-risk students without an IEP. (Wilson) •Non-mandated speech-small group instruction provided during the school day to at-risk students without or in addition to IEP. •Literacy Coach provides small group instruction in reading/writing strategies to at-risk students in grades three through five. •Extended Day Literacy provides intensive small group instruction and test-taking strategies to at-risk students during two 50-minute periods per week. •"Foundations" and RTI provide small group instruction in phonics to at-risk students during the school day both as Tier I and Tier II interventions. •Leap Frog Literacy provides one-to-one ELA instruction using technology during the school day. •Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students. •Saturday ELL Literacy Institute provides additional ELA support and enrichment to our ELL students in Kindergarten through grade five.
Mathematics	<ul style="list-style-type: none"> •Extended SETTS (not on IEP) small group instruction provided during the school day to at-risk students without an IEP. •Mathematics Coach provides small group instruction in Math strategies and problem solving skills to at-risk students in grades three through five. •Extended Day Math provides intensive small group instruction and test-taking strategies to at-risk students during two 50-minute periods per week. •Leap Frog Math provides one-to-one Math instruction using technology during the school day. •Math Coach models lessons and team-teaches with teachers of classes containing at-risk students. •Saturday ELL Mathematics Institute provides additional Math support and enrichment to our ELL students in Kindergarten through grade five.
Science	<ul style="list-style-type: none"> •Science Cluster Teacher provides additional instructional support and instruction in test-taking strategies to at-risk students. •During the school day, extended Science Lab time is provided by the Science Cluster Teacher to students in grade five who have not met the standards on the fourth grade NYS Elementary Level

	<p>Science Exam (ELSE).</p> <ul style="list-style-type: none"> •Saturday ELL Science Institute provides additional Science support and enrichment to our ELL students in grades four and five.
Social Studies	<ul style="list-style-type: none"> •Literacy/Social Studies Coach provides additional instructional support and instruction in test-taking strategies to at-risk students.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> •During the school day individual and small group guidance is provided to at-risk students without an IEP including Students in Temporary Housing. •During the school day students demonstrating attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling. •During the Saturday School Programs, students demonstrating behavioral problems and/or attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling. •School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in Pre-Kindergarten through grade five.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> •The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> •Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services	<ul style="list-style-type: none"> •School nurse dispenses oral medication to students with seizures. •School nurse dispenses asthma medications through oral pump. •School nurse administers nebulizer treatments. •Asthma workshops are held for at-risk students during the school day. •Nutrition workshops are held for at-risk students during the school day. •Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

THE PARENT INVOLVEMENT POLICY (PIP)

PS 115 – The Daniel Mucatel School

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Ps 115, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 115's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Ps 115 will support parents and families of Title I students by:

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

PS 115's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing PS 115's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 115 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

PS 115 will further encourage school-level parental involvement by:

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

- Establishing a Parent Resource Center containing instructional materials and community resource information for use by parents;
- Hosting events to support, parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- Recruiting and training parents volunteers to support teachers in and out of the classroom;
- Providing written and verbal progress reports that are distributed periodically to keep parents informed of their children's progress;
- Providing regular written communication between the school and the home in a format, and to the extent practicable in the languages that parents can understand;
- Distributing parent surveys to assess the needs and wants of parents;
- Creating incentives that will help parents reinforce what is taught during the school day;
- Increasing the ARIS and school website usage to communicate and further engage parents/guardians in all academic areas;

SCHOOL-PARENT COMPACT

PS 115, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 115 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year; These activities includes but are not limited to: Parent-Teacher Conferences, Family Literacy and Art Programs, Family Movie Nights, Family Dances and trips, Parent Workshops on a variety of academic and extracurricular topics, participation in conferences and workshops outside of the school;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about his/her education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., Title I Parent Committees, School or District Leadership Teams);
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn;

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Title I Parent Advisory Committee on Tuesday, October 18, 2011.

This Parent Involvement Policy was updated on Thursday, October 26, 2011.

The final version of this document will be distributed to the school community on Tuesday, November 22, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The ELA coach will mentor Special Education teachers one-on-one, to assist them with ELA instruction and planning. The ELA Coach, along with select teachers will attend external professional development and facilitate internal training during common planning periods

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.

The school will send letters home to parents in their home language notifying them of the school's SINI status. This topic will also be discussed at School Leadership Team and PTA meetings. Supplemental Educational Services (SES) will also be offered to students and parent workshops will be offered to explain the school's status and the services being made available to their children.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/ Julia Bove	District 18	Borough Brooklyn	School Number 115
School Name The Daniel Mucatel School			

B. Language Allocation Policy Team Composition [i](#)

Principal Denis Guerin	Assistant Principal Loren Borgese
Coach Abby Fuchs	Coach Deborah Marra
ESL Teacher Joanne Saint Preux	Guidance Counselor Meredith Moran
Teacher/Subject Area Tamella Trapp/Fourth Grade	Parent Shaoying Wong-Getzel
Teacher/Subject Area Jennifer Heller/First Grade	Parent Coordinator Jayne Sclavos
Related Service Provider Geogianna Lombardi/SETSS	Other type here
Network Leader Julia Bove	Other type here

C. Teacher Qualifications [i](#)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1262	Total Number of ELLs	65	ELLs as share of total student population (%)	5.15%
------------------------------------	-------------	----------------------	-----------	---	--------------

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. 

1. The parent/guardian of the newly enrolled child completes a Home Language Survey form in his/her native language. The HLIS form is provided by Mrs. Saint-Preux licensed ESL Teacher and/or a licensed pedagogue. If HLIS form does not exist in the parent's native language, we seek assistance in the form of a licensed pedagogue or administrator to assist in completing the HLIS form conducting a native language interview. Translation services are readily available during the ELL Identification Process. After successfully completing the first of the HLIS form, an informal parent/child interview and the formal initial assessment are then conducted by either Ms. Saint-Preux ESL teacher (fluent in Haitian Creole), Ms. Getzel, a licensed teacher (fluent in Cantonese and Mandarin) Ms. Pizzaro, a licensed teacher (fluent in Spanish) or one of our three (3) licensed administrators; Principal Guerin, Assistant Principal Borgese, or Assistant Principal Green. In the event that we cannot provide appropriate in-house translation services due to the parent native language, we contact the Board of Education's Translation and Interpretation Center for trained assistance. The ELL Identification Process must be completed within ten (10) school days of the child's initial enrollment as per CR Part 154.

The ESL teacher reviews all Home Language Identification Surveys of newly admitted students and compiles a list of the primary languages spoken by the households of these students. Upon review of the Home Language Identification Surveys, potential English Language Learners are interviewed to determine if they are eligible to take the LAB-R within the first ten days of enrollment. Based on the results of the LAB-R students are placed in the ESL program.

The NYSESLAT is administered in the spring to all ELLs to assess their growth. The NYSESLAT is administered to ELL students by grade level in small groups. Each of the four components is given separately within the testing period established by the state. In September, upon the release of the results of the NYSESLAT, which is retrieved from ATS via the RLAT Report, they are reviewed to determine if returning students will continue to receive ESL services.

This information, combined with the knowledge the ESL teacher has of the primary languages of the families of our previously enrolled English Language Learners, was examined and the following were the results.

PS 115's English as a Second Language population consists of:

- 48 children whose family's primary language is Haitian Creole
- 10 children whose family's primary language is Arabic
- 3 children whose family's primary language is Spanish
- 2 children whose family's primary language is Chinese/Cantonese
- 2 children whose family's primary language is French

2. Based upon the completion of the HLIS form and the results of the formal and informal interviews, the newly enrolled child is identified as "eligible" for LAB R testing or "not eligible" for testing. The person determining eligibility for testing is Ms. Joanne

Saint-Preux, a licensed ESL teacher.

If the criteria for testing is met, the child is then administered the LAB R exam. The LAB R is given only once to a student when he or she first enters the New York City school system. If a child with a home language of Spanish is eligible for admission to the ESL program by virtue of the LABR exam he/she is administered the Spanish Lab test. The Spanish LAB is also administered only once in a child's school career.

Approximately one month after ELL students have been identified a parent meeting is convened to inform parents of their program choices. On the Parent Survey and Parent Selection Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed, however, that they may choose a Transitional Bilingual Education or Dual Language Program. If TBE or DL is chosen parents are informed their child's name will be placed on a list so that if our school has the sufficient number of students in one or two contiguous grades parents will be contacted. If necessary, the Parent Coordinator helps parents contact the regional placement office.

The process begins by sending parents an entitlement letter to inform them that their child is eligible for an ELL program and the choices available. Parents are given two to three days to return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, an alternate date will be arranged. A telephone conference will be scheduled upon parent request. Translators are available for all parent meetings.

First, and most comprehensive, is the Parent Orientation Workshop facilitated by the ESL teacher Ms. Saint-Preux and the Parent Coordinator, Ms. Sclavos. During the orientation, the parents view an explanatory video tape which details the various ESL/Bilingual Educational models: Transitional Bilingual Education, Dual Language programs and the Freestanding model. The videotapes are available in multiple languages which facilitate the explanation of all three program models. Parental selection forms are printed in languages appropriate to the P.S.115 community. Additionally bilingual pedagogues are made available to assist with questions and answers. There may be instances where the parent cannot attend the Parent Orientation due to work schedules or child care issues. When this happens, alternate forms of outreach are used in a timely fashion due to the ten (10) day mandate.

3. The ESL teacher reaches out to all parents to ensure that entitlement letters, parent surveys and program selection forms are returned within scheduled dates.

Entitlement letters, non-entitlement letters, and parent orientation letters are all initially sent home to the parent in an envelope placed in the child's folder. If a response is not received within two (2) days, the letter is sent home again in the same fashion. If a response is not received by the next school day, a phone call is made to the home that day. If within two (2) days, telephone contact is unsuccessful, a letter goes home in the mail to the parent. Although most parents can be reached through this system, for those whom we receive no response, contact is made with the parent as they are dropping off or picking up their child from school. Letters are kept in a folder labeled Parent letters and filed in the ESL office. Letters are also archived up to three (3) to (5) five years post graduation.

4. Based on parent choice indicated on the Parent Survey and Parent Selection Form, LAB-R scores and for returning students, NYSESLAT scores from the previous school year, ELLs are placed. Parents are informed of this process thru entitlement letters and program selection forms which are returned within a scheduled time. Translators are available for all school-Parent communication.

5. After a review of the Parent Survey and Parent Selection Form for the past few years, it has been found that the trend in the program choices has overwhelmingly been for the Freestanding ESL program. Currently 5.87 % of the schools population is enrolled the Freestanding ESL program which includes 100% of eligible ELLs.

6. The program models at PS 115 are aligned with parent requests. PS 115's ELL students are serviced by a certified ESL teacher in a Freestanding ESL program through pull-out/push-in services which include language arts and content area instruction. The majority of parents opt for the Freestanding ESL program. In the event that a parent wishes to choose a program other than ESL, the parent coordinator assists in making contact with the regional placement office, to transfer the child to a school offering the desired program.

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*

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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	
TBE										0
Dual Language										0
ESL	50	2	3	9	0	3	1	0		60
Total	50	2	3	9	0	3	1	0	0	60

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

**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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2				1								3
Chinese		1		1										2
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	3	3	2								10
Haitian	3	5	11	10	8	7								44
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	8	12	14	11	11	0	0	0	0	0	0	0	60

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. P.S. 115 ELLs are serviced by a certified ESL teacher in a free standing program of heterogeneously grouped students through pullout/push-in services which include English Language Arts and content area instruction.

2. An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English Language Acquisition, to pair students at different proficiency levels and to maximize support needed in the different modalities. The modality patterns are identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students. The children who have scored at the Beginning and Intermediate levels on the spring NYSESLAT receive 2 units (360 minutes) of ESL instruction per week. Advanced students will receive 1 unit (180 minutes) of ESL instruction per week.

3. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards. Practices and approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse-Leap Track System which is computer assisted instruction through software design to remediate and strengthen basic skills.

ELL classrooms contain leveled and bilingual libraries. Students have access to bilingual glossaries and dictionaries in all of their classrooms. Teachers and paraprofessionals are available to translate for the students in the different languages spoken at P.S. 115. Students are also offered, but are not limited to the services of the Translation Services Unit which provides certified translators to support ELL students in their respective languages.

The ESL teacher provides content area support for ELLs through the use of thematic units which provide meaningful new vocabulary. Students build a foundation of academic language through constant exposure to both new and familiar vocabulary. Print-rich language is essential for cognitive language acquisition.

Instructional scaffolding techniques such as bridging, questioning and modeling are used to support content area instruction and to improve comprehension. Pictures, big books, charts, maps, posters and manipulatives are used to provide context clues and to improve English Language proficiency.

A. Programming and Scheduling Information

4. The process to ensure that ELLs are appropriately evaluated in their native language begins when the student first enters the school. An informal interview is conducted during which the trained pedegog speaks to the family. The appropriate Home Language survey is issued. After home language is determined, the student is given bilingual dictionaries/glossaries for support. Translation services are made available for additional support.

5. The ESL teacher utilizes a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which include reading and writing workshops. These reading and writing workshops are comprised of independent reading, a mini-lesson, active engagement which includes accountable talk, an independent work period and a sharing. The Advanced students work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study.

The ELL Interim Assessment Test and the NYSESLAT assessments are administered to all ELL students. The results of these assessments drive small group instruction in the ESL Classroom. The results of these are also used to form guided reading groups. Small group instruction and guided reading groups are used to differentiate instruction for each of the ELL subgroups (Sife, less than 3 years, 4-6 years, 6 years and Special needs ELL students). All instruction is in English. In addition, students are paired in a classroom in an attempt to support their native language skills.

Newcomers receive 360 minute periods of pull out instruction weekly. Instruction is aligned with the New York State Learning Standards. Each lesson draws on the culture, linguistic diversity of the ELLs, and the varied understanding these students bring from their prior experiences. Since there is a very strong correlation between oral language development and literacy development, meaningful communication is encouraged between the teacher and student and among their peers.

Listening, speaking, reading and writing skills are developed through differentiated instruction which utilizes second language methodology. Successful approaches include: Total Physical Response, Natural Approach, Language Experience and Scaffolding.

ELLs receiving services 4-6 years participate in a balanced literacy approach which includes phonics, fluency, vocabulary and text comprehension. Ongoing assessments include: retelling stories, use of figurative language, rubrics, standardized Interim Assessments and conferencing with subject area teachers. Some of the strategies used include: the use of prior language, word walls, modeling and graphic organizers as well as other activities using the workshop model. Students learn in an environment that is organized, stimulating and comfortable in order to maximize their language and literacy development.

All ELL subgroups are targeted, including newcomers, ELLs who are here 4 to 6 years and long term ELLs. During the academic school year, an AIS specialist is employed to provide service to those ELLs who have ELA and math scores that fall short of grade level standards. There is a Title III Saturday ELL institute for Kindergarten through grade Five. This program provides instruction in Reading, Writing, Math, as well as additional help in Social Studies and Science. Through the Title III program, the school provides translators to help facilitate greater communication between parent, teacher and child, and offers parent workshops addressing the NYSESLAT and New York State Assessments.

6. Teachers of ELL-SWDs are given ESL resources which include but are not limited to: Skill Sharpeners, Bilingual glossaries and picture dictionaries to provide visual cues to aid in differentiation of instruction. Small group instruction and the use of centers also allows lessons to be more student-directed. The teacher facilitates and helps students feel confident to take more ownership in given tasks.

The instructional plan for ELLs identified as having special needs will receive group or individual counseling based on their individual needs or conflict resolution skills. P.S. 115 ensures ELL-SWDs receive all services by the number of different instructional strategies and grade level materials that are used with ELL-SWDs.

Instructions are given in smaller increments so that the ELL-SWDs is able to keep up with the class. The Wilson reading program is used for reading intervention.

When working in math, the ELL -SWD is provided with appropriate manipulatives.

A. Programming and Scheduling Information

The ELL-SWD is provided with many chances to learn using concrete examples and visual cues.

The instructional plan for ELL-SWDs is to provide them with sheltered instruction which includes visual aids, hands-on materials, charts, graphs, puppets, big books, computer instructional programs and books with corresponding audio tapes. Some materials include: The New Oxford Picture Dictionary with workbooks and a CD-Rom, My First Visual Dictionary, Scott Foresman ESL Levels 1-3, Big Books, Word by Word Phonics, leveled picture dictionaries, All Star English, Math, Science and Social Studies, Goodman's All Stars Levels

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
Leap Tracks to increase their phonetic awareness and word study. This aids in the development of fluency and proficiency.			
100%			
75%			
50%	7. Classroom teachers collaborate with the ESL teacher to plan differentiated lessons for SWDs. The lessons are aligned with the Common Core Standards. P.S. 115 uses flexible scheduling		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, Skill Sharpeners and visual aids in content area instruction as well as employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is

B. Programming and Scheduling Information--Continued

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

8. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, Skill Sharpeners and visual aids in content area instruction as well as employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 115 houses a Freestanding ESL program, English is the language of instruction.

Targeted interventions for Math include: Every Day Math text book for grades K-5, accompanied by the Mathematics Differentiation Handbook. This handbook provides ELL students with support on concepts through practice problem sets and a glossary of the mathematical terms, symbols and formulas. The ESL teacher gives all ELLs a bilingual math glossary in their native language and English, to use at school and at home.

Targeted interventions for Science include flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for ELLs, Bilingual Science picture dictionaries and the Oxford Picture Dictionary for the Content Areas.

Targeted Intervention for Social Studies includes extended blocks of class time to allow more time and flexible grouping during small group instruction, allowing for differentiated instruction.

9. For ELLs who have reached proficiency on the NYSELAT, we give modified time, personal glossaries and dictionaries, and the support of the ESL teacher.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and

B. Programming and Scheduling Information--Continued

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

8. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, Skill Sharpeners and visual aids in content area instruction as well as employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 115 houses a Freestanding ESL program, English is the language of instruction.

Targeted interventions for Math include: Every Day Math text book for grades K-5, accompanied by the Mathematics Differentiation Handbook. This handbook provides ELL students with support on concepts through practice problem sets and a glossary of the mathematical terms, symbols and formulas. The ESL teacher gives all ELLs a bilingual math glossary in their native language and English, to use at school and at home.

Targeted interventions for Science include flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for ELLs, Bilingual Science picture dictionaries and the Oxford Picture Dictionary for the Content Areas.

Targeted Intervention for Social Studies includes extended blocks of class time to allow more time and flexible grouping during small group instruction, allowing for differentiated instruction.

9. For ELLs who have reached proficiency on the NYSELAT, we give modified time, personal glossaries and dictionaries, and the support of the ESL teacher.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

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

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)?

Not Applicable

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

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.

1. Professional development workshops continue to take place during common prep periods, on Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

Assistant principals, guidance counselors, secretaries and special education teachers will receive professional development in ESL materials and strategies. Workshops will focus on cultural sensitivity as well as ESL standards, assessments and standardized testing.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

2. The transition from elementary to middle school can be a difficult time for ELL students. Teachers and parent coordinator work together to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ESL teacher, along with the classroom teachers and guidance counselor, will meet with ELL students in small group settings in order to address these topics of concern. Teachers will have question and answer session with the students through out the school year. Our ELLs receive transitional support from the guidance counselor when they leave elementary and transition into Intermediate School. The Guidance counselor also engage our fifth grade ELLs in conversations about future career choices.

3. Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2011-2012 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to : Q-TEL training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

All teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs ; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all ELL students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

Upon completion of the Professional Development workshops, teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

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?

The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. The ESL teacher has contact with each parent of the ELL children during the parent orientation and during Parent-Teacher conferences. Additionally her telephone number is given to each parent in order to address any concerns he or she may have about their children's work, progress or individual needs. She is supported by the administration in addressing any issues that arise regarding ELLs and the community.

Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. In addition, parent needs are evaluated at Title I and Title III meetings. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of the school website in order to access information
- Accessing and interpreting Acuity information
- The school use of voice messaging services

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

November – TBD – Literacy Activities in Support of Your Child's ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child's Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child's Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child's English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Additional workshops for parents/guardians of ELLs are conducted throughout the school year. They are conducted through our partnerships with various community and city organizations. These include, but are not limited to: the Office for Family Engagement and Advocacy and Millineum.

B. Programming and Scheduling Information--Continued

8. 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.

B. Programming and Scheduling Information--Continued

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

8. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, Skill Sharpeners and visual aids in content area instruction as well as employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 115 houses a Freestanding ESL program, English is the language of instruction.

Targeted interventions for Math include: Every Day Math text book for grades K-5, accompanied by the Mathematics Differentiation Handbook. This handbook provides ELL students with support on concepts through practice problem sets and a glossary of the mathematical terms, symbols and formulas. The ESL teacher gives all ELLs a bilingual math glossary in their native language and English, to use at school and at home.

Targeted interventions for Science include flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for ELLs, Bilingual Science picture dictionaries and the Oxford Picture Dictionary for the Content Areas.

Targeted Intervention for Social Studies includes extended blocks of class time to allow more time and flexible grouping during small group instruction, allowing for differentiated instruction.

9. For ELLs who have reached proficiency on the NYSELAT, we give modified time, personal glossaries and dictionaries, and the support of the ESL teacher.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and

B. Programming and Scheduling Information--Continued

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

8. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, Skill Sharpeners and visual aids in content area instruction as well as employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 115 houses a Freestanding ESL program, English is the language of instruction.

Targeted interventions for Math include: Every Day Math text book for grades K-5, accompanied by the Mathematics Differentiation Handbook. This handbook provides ELL students with support on concepts through practice problem sets and a glossary of the mathematical terms, symbols and formulas. The ESL teacher gives all ELLs a bilingual math glossary in their native language and English, to use at school and at home.

Targeted interventions for Science include flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for ELLs, Bilingual Science picture dictionaries and the Oxford Picture Dictionary for the Content Areas.

Targeted Intervention for Social Studies includes extended blocks of class time to allow more time and flexible grouping during small group instruction, allowing for differentiated instruction.

9. For ELLs who have reached proficiency on the NYSELAT, we give modified time, personal glossaries and dictionaries, and the support of the ESL teacher.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

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)?

Not Applicable

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.

1. For all grade levels we utilize DRA assessment to obtain a reading comprehension level for each student and to allow us to track their progress from early childhood through the remaining grades. This information is used to form Guided Reading groups in all classes to ensure that instruction is differentiated. In grades K-3 we utilize the ECLAS-2 to monitor phonemic awareness as well as building vocabulary which as a result strengthens spelling. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development. NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services Teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. NYSESLAT data helps teachers plan programs and differentiate instruction to best meet the needs of ELLs and allows them to group students for targeted instruction.

2. Data patterns reveal that ELLs across all proficiency levels performed best on the listening and speaking sections. Lower performance scores were in reading and writing. With the support of the ESL teacher and AIS Providers, mainstream teachers have been working to improve students reading and writing skills.

3. The LAP Committee reviewed the NYSESLAT test results. The review of the NYSESLAT results indicates that our second, third and fourth graders were more proficient in the reading and writing component and the Kindergarten, first and fifth grades achieved at the beginning and intermediate levels in reading and writing. Second and fourth grade were the most proficient. The majority of our ELL students who take the ELA exam achieve at level two. The Committee has noticed that in science and/or math more of our ELL students scored at a level 3 than levels one and two. Due to the analysis of this data the Committee agrees that Writing and Reading must remain a focus area for ongoing assessment. Teacher teams will work to analyze ELL student data and to modify instruction based on trends identified.

In order to further develop Academic Rigor for the ELL population, P.S. 115 will utilize the following strategies:

- Push-in ESL program which parallels and supports the existing literacy program, allowing enhanced articulation/similarity between the Literacy and ESL instructor.
- Order standardized exams in the available languages for all ELL students. In the event translated versions are not available, we will utilize the services of staff members and/or the Translation Services Unit.
- Extended day and Saturday programs to allow for additional instruction time for recent ELL arrivals
- Teachers without ESI certification will attend Q-tel and other related Q-TEL and other related literacy professional development workshops throughout the school year.
- Parent involvement opportunities which support parent /child shared learning experience will continue
- Translators will be provided at parent orientations and during parent workshops in the parents' respective native languages

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

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.

1. Professional development workshops continue to take place during common prep periods, on Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

Assistant principals, guidance counselors, secretaries and special education teachers will receive professional development in ESL materials and strategies. Workshops will focus on cultural sensitivity as well as ESL standards, assessments and standardized testing.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

2. The transition from elementary to middle school can be a difficult time for ELL students. Teachers and parent coordinator work together to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ESL teacher, along with the classroom teachers and guidance counselor, will meet with ELL students in small group settings in order to address these topics of concern. Teachers will have question and answer session with the students through out the school year. Our ELLs receive transitional support from the guidance counselor when they leave elementary and transition into Intermediate School. The Guidance counselor also engage our fifth grade ELLs in conversations about future career choices.

3. Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2011-2012 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to : Q-TEL training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

All teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs ; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all ELL students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

Upon completion of the Professional Development workshops, teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

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.

1. Professional development workshops continue to take place during common prep periods, on Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

Assistant principals, guidance counselors, secretaries and special education teachers will receive professional development in ESL materials and strategies. Workshops will focus on cultural sensitivity as well as ESL standards, assessments and standardized testing.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

2. The transition from elementary to middle school can be a difficult time for ELL students. Teachers and parent coordinator work together to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ESL teacher, along with the classroom teachers and guidance counselor, will meet with ELL students in small group settings in order to address these topics of concern. Teachers will have question and answer session with the students through out the school year. Our ELLs receive transitional support from the guidance counselor when they leave elementary and transition into Intermediate School. The Guidance counselor also engage our fifth grade ELLs in conversations about future career choices.

3. Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2011-2012 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to : Q-TEL training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

All teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs ; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all ELL students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

Upon completion of the Professional Development workshops, teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

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?

The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. The ESL teacher has contact with each parent of the ELL children during the parent orientation and during Parent-Teacher conferences. Additionally her telephone number is given to each parent in order to address any concerns he or she may have about their children's work, progress or individual needs. She is supported by the administration in addressing any issues that arise regarding ELLs and the community.

Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all

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?

The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. The ESL teacher has contact with each parent of the ELL children during the parent orientation and during Parent-Teacher conferences. Additionally her telephone number is given to each parent in order to address any concerns he or she may have about their children's work, progress or individual needs. She is supported by the administration in addressing any issues that arise regarding ELLs and the community.

Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. In addition, parent needs are evaluated at Title I and Title III meetings. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of the school website in order to access information
- Accessing and interpreting Acuity information
- The school use of voice messaging services

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

November – TBD – Literacy Activities in Support of Your Child's ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child's Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child's Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child's English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Additional workshops for parents/guardians of ELLs are conducted throughout the school year. They are conducted through our partnerships with various community and city organizations. These include, but are not limited to: the Office for Family Engagement and Advocacy and Millineum.

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)	4	5	3	3	3	1								19
Intermediate(I)	0	2	3	8	5	2								20
Advanced (A)	0	0	6	3	3	7								19
Total	4	7	12	14	11	10	0	0	0	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	4	0	9
4	2	4	5	0	11
5	3	4	6	0	13
6					0
7					0
8					0
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	0	7	0	4	0	0	0	12
4	0	0	3	0	5	0	2	0	10
5	0	0	9	0	5	0	1	0	15

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7		3		12
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. For all grade levels we utilize DRA assessment to obtain a reading comprehension level for each student and to allow us to track their progress from early childhood through the remaining grades. This information is used to form Guided Reading groups in all classes to ensure that instruction is differentiated. In grades K-3 we utilize the ECLAS-2 to monitor phonemic awareness as well as building vocabulary which as a result strengthens spelling. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development.

NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services Teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. NYSESLAT data helps teachers plan programs and differentiate instruction to best meet the needs of ELLs and allows them to group students for targeted instruction.

2. Data patterns reveal that ELLs across all proficiency levels performed best on the listening and speaking sections. Lower performance scores were in reading and writing. With the support of the ESL teacher and AIS Providers, mainstream teachers have been working to improve students reading and writing skills.

3. The LAP Committee reviewed the NYSESLAT test results. The review of the NYSESLAT results indicates that our second, third and fourth graders were more proficient in the reading and writing component and the Kindergarten, first and fifth grades achieved at the beginning and intermediate levels in reading and writing. Second and fourth grade were the most proficient. The majority of our ELL students who take the ELA exam achieve at level two. The Committee has noticed that in science and/or math more of our ELL students scored at a level 3 than levels one and two. Due to the analysis of this data the Committee agrees that Writing and Reading must remain a focus area for ongoing assessment. Teacher teams will work to analyze ELL student data and to modify instruction based on trends identified.

In order to further develop Academic Rigor for the ELL population, P.S. 115 will utilize the following strategies:

- Push-in ESL program which parallels and supports the existing literacy program, allowing enhanced articulation/similarity between the Literacy and ESL instructor.

- Order standardized exams in the available languages for all ELL students. In the event translated versions are not available, we will utilize the services of staff members and/or the Translation Services Unit.

- Extended day and Saturday programs to allow for additional instruction time for recent ELL arrivals

- Teachers without ESI certification will attend Q-tel and other related Q-TEL and other related literacy professional development workshops throughout the school year.

- Parent involvement opportunities which support parent /child shared learning experience will continue

- Translators will be provided at parent orientations and during parent workshops in the parents' respective native languages

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

School Name: Daniel Mucatel

School DBN: 18K115

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denis Guerin	Principal		10/14/11
Loren Boregese	Assistant Principal		10/14/11
Jayne Sclavos	Parent Coordinator		10/14/11
Joanne Saint-Preux	ESL Teacher		10/14/11
Shaoying Wong-Getzel	Parent		10/14/01
Tamella Trapp/Fourth Grade	Teacher/Subject Area		10/14/01
Jennifer Heller/First Grade	Teacher/Subject Area		10/14/01
Abby Fuchs	Coach		10/14/11
Deborah Marra	Coach		10/14/11
Meredith Moran	Guidance Counselor		10/14/11
Julia Bove	Network Leader		10/14/01
	Other		10/14/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K115 **School Name:** The Daniel Mucatel School

Cluster: Jose Ruiz **Network:** Julia Bove

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

Part A: Needs Assessment Findings

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

The ESL teacher, Joanne Saint Preux, reviewed all Home Language Identification Surveys of newly admitted students and compiled a list of the primary languages spoken by the households of these students. This information, combined with the knowledge she (Saint Preux) has of the primary languages of the families of our previously enrolled English Language Learners, was examined and the following were the results.

PS 115's English as a Second Language population consists of:

- 48 children whose family's primary language is Haitian Creole
- 10 children whose family's primary language is Arabic
- 3 children whose family's language is Spanish
- 2 children whose family's language is Chinese/Cantonese
- 1 children whose family's language is French

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.

At grade conferences and at meetings among the teachers of the ELL concentration classes, translation needs were discussed. It was determined that there was a need for translators at parent workshops. PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic.

The findings were reported to the school community at faculty conferences and during School Leadership Team discussions.

Part B: Strategies and Activities

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

Presently, funding is not needed for written translations of school notices and directives as these documents can be accessed through the Department of Education's website or through the Department of Education's Interpretation and Translation Unit.

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.

PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic, however PS 115 has several parent volunteers who are fluent in both Arabic and English.

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>.

PS 115 will provide to each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document from the following website: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

We have posted near our main entrance to the school a sign in each of the covered languages indicating the availability of interpretation services. We have obtained these translated signs from the following link: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Daniel Mucatel School	DBN: 18K115
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 61
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: 1
of content area teachers: <u>9</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics and Science. While some of these tests are translated into the children's native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.

Our Saturday Institute will provide such additional support as well as improve English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Title III Supplemental instruction in Literacy, Mathematics, and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics and Science programs at no cost to the Title III Program.

The ELL instruction will take place during a Saturday Institute. The ELL Institute will run for thirteen weeks in three-hour sessions (from 9:00 A.M. to 12:00 PM). There will be eight three-hour sessions for Literacy and Mathematics (February through April), and four three-hour sessions for Science (May). There will be one certified teacher for each class on grades Kindergarten/One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade Four for Science.

A licensed ESL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELLs. Reading and writing skills will be reinforced through the use of such techniques as phonemic awareness and balanced literacy. Newcomers will receive small group instruction in order to build listening, reading and writing skills.

Materials include, but are not limited to: Foundations, Every Day Counts, NYS March to March COACH, Essential Skills for Reading Success, Terranova Coach, NY Edits, ELA Rehearsal, CARS, Rally, and Wilson, Test Ready Omni and NYS Practice and Mastery in Mathematics, and Measuring Up to the New York State Learning Standards and Success Strategies for the State Test (Science).

Instruction will include lessons in Literacy, Mathematics, and Science. It is hoped that through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

Part C: Professional Development

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

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

Begin description here:

At PS 115, our English Language Learners on each grade (with very few exceptions) are placed in one class designated as the ELL concentration class. The teachers of these ELL concentration classes will be participating in professional development workshops during common prep periods, Professional Development Days, and at after-school workshops to enable them to better meet the needs of their ELL students. Occasionally, ELL students (in the case of siblings) must be placed in another class on the grade. The teachers of these students will be included in this professional development as well. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students. This professional development is at no cost to the Title III Program.

For Title III program, each Saturday ELL Institute teacher will receive six hours of additional professional development at after-school workshops which will be provided by the ESL teacher in conjunction with the Literacy Coach, Mathematics Coach, and Science Cluster Teacher. The series of workshops (open to Title III, Saturday ELL Institute teachers only) will include one after-school workshop in each subject area that is in alignment with Title III. The second workshop will involve participants collaboratively creating a series of lesson plans for use in the Saturday ELL Institute.

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. Professional Development workshops will introduce these techniques and strategies. Additionally, teachers will be afforded the opportunity to create classroom materials which will benefit their students. Teachers will meet two hours for each of three sessions.

Upon completion of the Professional Development workshops, these teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Literacy – November (ESL Strategies, Multicultural Literature, Collaborative Planning of Lessons for the Saturday ELL Literacy Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Mathematics – January (Sheltered English in the Mathematics Content Area, Use of Manipulatives in Problem Solving, and Collaborative Planning of Lessons for the Saturday ELL Mathematics Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Mathematics

Part C: Professional Development

Coach.

Science – March (Sheltered English in the Science Content Area, Inquiry-Based Science Instruction and Collaborative Planning of Lessons for the Saturday Science Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops.

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the

Part D: Parental Engagement Activities

Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Part E: Budget

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

Allocation Amount: \$

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