



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 315K THE SCHOOL OF PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K315

PRINCIPAL: JUDITH RANFT-QUARTANA EMAIL: JRANFT@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

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
Judith Ranft-Quartana	*Principal or Designee	
Patricia Bailey-Hollon	*UFT Chapter Leader or Designee	
Doriel Larrier	*PA/PTA President or Designated Co-President	
Darlene St. Bernard	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Charlene Glasser	Member/ UFT	
Roseanne Dantone	Member/UFT	
Heather Parker Davis	Member/ UFT	
Alison Parker	Member/ UFT	
Gene Lombard	Member/ Parent	
Kenrick Lucas	Member/Parent	
Kia Garroway	Member/Parent	
Nicole Stone	Member/	

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

By June 2012, all students will engage in a rigorous Common Core State Standards aligned activity embedded in a well sequenced curricular unit in literacy focusing on reading and writing and analyzing informational texts and writing opinions and arguments in sequence.

Comprehensive needs assessment

To help prepare for the challenge of reading at the College and Career readiness level, Common Core State Literacy Standards have been adopted. Teachers need to develop rigorous learning activities that require students to read analytically and respond to a variety of texts with an increased emphasis on informational texts. Students will be required to write opinions and arguments in response to what they need.

Instructional strategies/activities

- a) To achieve this goal, PS 315K will utilize the Workshop Model to teach, model, explain, and provide practice and application of a variety of instructional strategies used to read and analyze informational text while providing opportunities to engage in meaningful discussions in response to what is read.
- b) Students will be instructed how to analyze content of informational texts using text cues and features. Students will be taught the strategies of successful readers including self-monitoring. They will be taught how to regulate comprehension through the use of organizational tools such as graphic organizers, and note taking templates.
- c) Questioning techniques will be emphasized to strengthen student understanding of given texts and to help organize and streamline ideas. The use of graphic organizers will also be utilized to facilitate student organization. Webb's Depth of Knowledge will be implemented to add rigor and elevate levels of questioning.
- d) Vocabulary will also be developed through the use of word walls, vocabulary notebooks, and reference materials including the internet.
- e) The implementation of the Journeys reading program will provide a structure and scope and sequence of skills and strategies to infuse into the Workshop Model.
- f) Students will develop reading stamina with regard to reading and writing by reading complex and informational texts both in school and at home.
- g) Flexible grouping and tiered learning activities will provide for differentiated instructional practice to address the needs and learning styles of all learners, including English Language Learners, and Students with Disabilities, and the bottom third of all students.
- h) Rubric based assessments will be developed on every grade level through Teacher Inquiry Meetings to identify areas of strength or need.
- i) **All teachers will engage in collaborative meetings, including common planning and Teacher Inquiry to analyze student work and look at best practices.**
- j) **Professional Development on developing a performance task and a unit of study will be provided to facilitate the teachers in this initiative through CITE consultants and CEI-PEI 533 Professional Development.**
- k) **Classroom teachers, coaches, AIS, resource teachers, librarian, and cluster teachers will participate in Teacher Inquiry along with classroom teachers.**
- l. **Smart boards have been provided to all teachers to facilitate a more interactive approach to classroom instruction. Literacy based computer programs, such as Renzulli, Write to Learn, Starfall.com Learning A-Z have been incorporated into teacher instruction to facilitate the differentiation process.**
- l) **This goal will be met by June, 2012.**

Strategies to increase parental involvement

Implementation of a Parent room where Math workshops based on the Common Core State Standards in Literacy, homework help in Literacy, introduction of the Journeys Reading Program to parents, and the Common Core State Standards in Literacy .Parents can also access ARIS to review their student's progress. The ELA State test can also provide a workshop topic for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

According to BEDS, all teachers at PS 315K are highly qualified.

Service and program coordination

All students involved in temporary housing receive the same services afforded to the general population as warranted by their academic needs. The Physical Education teacher is responsible for coordinating a Wellness Program to target students who do not meet the required benchmarks of the Fitness gram. Her 37.5 minute Extended Time program is geared toward students who do not meet the benchmarks outlined by the Fitness Gram. Students read, write, and research health related issues and nutrition. Students, who are at risk becoming obese as determined by the Fitness Gram, participate in this program on a rotating basis.

Budget and resources alignment

Title 1 funding has enabled the implementation of a Literacy Coach and Resource person. Title 1 Professional Development has been critical in helping to implement the new citywide initiatives pertaining to literacy.

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

By June 2012, all students will engage in rigorous Common Core State Standards aligned performance task, actively embedded in a well sequenced curricular unit in Math that requires students to demonstrate their ability to model with Mathematics and/or explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

With the adoption of the Common Core State Standards to successfully prepare all students for College and Career readiness, teachers need to adjust what and how we teach. Teachers need to create cognitively demanding learning experiences in their everyday classroom instructional practice.

Instructional strategies/activities

- a. Classroom teachers will have flexible Math groups and daily lessons will contain differentiated instructional activities to meet the needs of all subgroups in their classrooms. Classrooms will show evidence of cooperative learning and tiered instructional activities. Teachers will deepen their questioning techniques utilizing Webb's Depth of Knowledge questioning stems within all Mathematical components and within all classroom structures to promote higher order thinking and active discussions among students. Teachers will increase the level of accountable talk and incorporate more writing in the Mathematics Workshop. Writing will focus on answering open response questions related to Mathematical problem solving.
- b. Activities in each classroom will involve working and solving challenging non-routine problems, explaining methods, and justifying conclusions, looking for patterns, diagrams, number systems, tables, graphs, and real world objects. Students will engage in cognitively demanding mathematical tasks that require them to demonstrate their ability to model with mathematics and construct and explore their reasoning.
- c. Professional Development will be provided to teachers regarding the creation of a performance task. This professional development will be provided by the Math Coach and Math Resource Teacher who will turnkey information during Common Planning. Teachers will be provided with model lessons and instructional units that are aligned to the Common Core State Standards in Mathematics.
- d. Smart boards and computer based Math programs are provided to facilitate an interactive approach to Math instructional practice. Heineman.com is a resource that teachers can use to provide students with rigorous tasks throughout the unit.
- e. Teacher Teams will examine student work to continue the cycle of Teacher Inquiry, making future instructional adjustments according to student data and best practices.
- f. Teachers will engage in Common Planning sessions where they will look at student work, and plan lessons collaboratively to engage all students in rigorous Mathematical tasks. Teachers will use data to create individualized responses to student needs. Teachers will discuss class goals and learning objectives. Teachers will meet with the principal to discuss those students that need AIS services.
- g. Teachers will create grade specific Math rubrics , unit assessments, exit projects, portfolio projects, Acuity Interim Assessments and New York

State Standardized Assessments to assess areas of concern for students in which extra support in Math may be needed and to inform instructional decisions.

h. Implementation timeline begins September, 2011 and will continue through June, 2012.

Strategies to increase parental involvement

Implementation of a Parent room where Math workshops based on the Common Core State Standards in Math, homework help in Math, the Everyday Math Program can be conducted. A Family Math Night will be implemented during the 2011-12 school year. Parents can also access ARIS to review their student's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers in PS 315K are highly qualified.

Service and program coordination

All students in Temporary Housing are afforded the same instruction, and academic services as warranted by academic need.

Budget and resources alignment

Fair Student Funding, ARRA funding, Title 1 Professional Development Monies, NYSTL Software and hardware have been utilized to achieve this goal.

Classroom teachers, Math coaches, AIS, Math resource teachers, librarian, cluster teachers , and administrators, are the staff resources to help reach this goal.

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

By June 2012, there will be a 5% increase in parent involvement and communication as demonstrated by an increase in the number of parents attending PA meetings, parent workshops, and parent activities, as well as the number of parents completing the parent survey.

Comprehensive needs assessment

PS 315K has a student population of 785 students. In looking at the attendance sheets resulting from these meetings and workshops, the number of parents attending PA meetings and workshops is less than 30. This is under 5% of the parent body. More parent involvement is needed to ensure successful individual student academic growth.

Instructional strategies/activities

- a) Translators will be made available for the ELL parents at all parent functions; communications will be sent to parents in all pertinent languages that reflect our student population.
- b) A parent survey will be conducted to determine parent interests and needs.
- c) Academic workshop topics pertinent to ELLS, SWD's and parents of bottom third students will be provided in all pertinent languages. These include workshops on Homework Help, ELA, Math, The State Testing Program, Testing Accommodations, How to Help Your Child in Reading, Parent-Teacher Communications, etc.
- d) The parent coordinator, administrators, classroom and cluster teachers will all be involved in providing workshops to these parents.
- e) Translation paraprofessionals and the ELL Coordinator will provide translation services for parents.
- f) Workshops will be offered on Saturday , as well as during the week.
- g) Multicultural parent-child cultural events ,targeting the different ethnicities , will be implemented during the course of the school year.

Strategies to increase parental involvement

- 1) Parent Coordinator will conduct workshops on ARIS Parent Connect.
- 2) Create an ARIS Parent Access Hour during the school day for parents unable to access internet at home.
- 3) Coaches, Administrators and other school staff will conduct workshops in understanding and analyzing the data, and ways to support their child at home.
- 4) Classroom teachers will discuss student goals with parents during scheduled meetings and offer ways to support their child at home.
- 5) Create an Interim progress report that will be sent to parents between report card periods.
- 6) Monthly "Tea Time" meetings once a month during the day with the Parent Coordinator and the Parents to discuss various issues on their child's academic and social progress in an informal/comfortable setting.
- 7) Using the School Messenger System as an ongoing means of communication between the parent-teacher-school communities.
- 8) Parent Coordinator will create a Parent Survey and then collect and analyze the data to plan family activities, both educational and social that the parents are interested in.

Use the monitoring data from the School Messenger system to personalize and individualize outreach to parents.

9. Implementation of a parent room where parents can access a computer and utilize Aris to become familiar with their child's academic progress.. Workshops will be held here and a parent lending library will be set up.

10. The timeline to achieve this goal is from September 2011 through June, 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

According to the BEDS survey, all teachers at PS 315K are highly qualified..

Service and program coordination

The Parent Coordinator, translation paraprofessionals, and ELL coordinator are the staff resources that will help coordinate services and the parent involvement component to families from Temporary Housing.

Budget and resources alignment

Title 1 Parent Involvement money and translation money will be utilized to facilitate this goal.

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

By June 2012, all teachers will participate in grade level teacher inquiry and utilize student data to facilitate inquiry discussion and differentiated instructional practice as evidenced by the number of teachers participating in the ARIS community and individualized student growth as demonstrated by the 2011-2012 Progress Report.

Comprehensive needs assessment

The results of the 2011-2012 Progress Report indicated that PS 315K achieved a "C" rating in both student performance and individual student growth. As a result, a careful look at differentiated instruction and Teacher Inquiry indicated a need for Professional Development in these areas. Teachers need to look at data more carefully and drive their instruction to reflect this practice.

Instructional strategies/activities

- a) Implementation of common planning sessions at least four times a week to provide opportunities for teachers to meet to both look at student work, reflect on best practices, plan for instruction, look at rubrics, and discuss individual student needs.
- b) Use of Teacher Inquiry Sessions to reflect on subgroups and the bottom third of students.
- c) Professional Development on setting up ARIS community, looking at data within the community, and discussion around the student data to initiate student academic growth.
- d) Professional Development on interpreting interim benchmarks and assessments, such as Acuity, and determining student needs resulting from these benchmarks.
- e) **Looking at subgroups, such as ELL's and SWD's and determine students' needs pertaining to these subgroups.**
- f) **Professional Development on ELL Strategies and interpreting IEP's for SWD's for all instructional staff.**
- g) **Setting up of individual classroom and student goals.**
- h) **The timeline for implementation is from September, 2011 through June, 2012.**

Strategies to increase parental involvement.

Parent Workshops conducted by the Parent Coordinator on using ARIS.

Parent Workshops conducted by coaches and Data specialist on interpreting assessment data and determining their child's academic needs in all content areas.

Strategies for attracting Highly Qualified Teachers (HQT)

According to the BEDS, the PS 315K teachers are all highly qualified.

Service and program coordination

Parents of Temporary Housing students will be afforded the same academic workshops that parents of the general student population will receive. The Social Worker and Guidance counselor will be the point people to direct the parents of students in Temporary Housing to obtain the necessary services to meet their academic and social needs.

Budget and resources alignment

Title 1 funding, and NYSTL funding applied to classroom and professional development, as well as, ARRA funding will be utilized in achieving this goal. Money allocated for the Data Specialist will also be applied to meet this goal. Classroom teachers, Coaches, AIS providers, paraprofessionals, and PD providers are part of the staff resources to meet the needs of accomplishing this goal.

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

- By June 2012, the PS 315K educational community will have established a system of organizational routines and structures that will accommodate a safe, secure, bully free environment in a culture of respect and kindness for all constituents as evidenced by a 5% decrease in the number of Principal's and Superintendent's suspensions.

Comprehensive needs assessment

In looking at the number of incidents in OORS relating to bullying , fighting ,and Respect for All, it was deemed a priority that a school culture embodied in safety, and respect for both students and adults within the school community needed to be a priority within the PS 315K educational community.

Instructional strategies/activities

- a) Implementation of a new SAVE ROOM teacher to oversee arrival, dismissal, and lunchroom procedures to maintain an orderly school environment.
- b) Implementation of a bully free pledge to foster the culture of respect for all within the school community.
- c) The establishment of a SAVE/SAFE room to allow students who require a "time out" from their classroom environment a place to continue their instruction in a nonthreatening environment.
- d) The implementation of a commendation card system to provide an incentive for positive school behavior.
- e) Implementation of the "Caring School Communities" Program to foster positive student behavior.
- f) Professional Development provided to teachers on "How to Handle the Hard to Handle Student".
- g) The use of the Senior Bucks 100 points system as an incentive program for Grade 5 students.
- h) The implementation of a schoolwide contest focusing on students creating raps pertaining to Respect for All and culminating in a school assembly showcasing a class on each grade level performing their raps and creating a dance with a Respect for All theme.
- i) The implementation of a conflict resolution meeting after every lunch for 10 minutes to diffuse issues and conflicts that may have arisen during the lunch periods.

Strategies to increase parental involvement

- Parenting Workshops for parents on dealing with behavioral issues that may affect their children.
- Workshops on ADHD, emotional needs, issues pertaining to SWD conducted by the Social Worker , Guidance Counselor, School Psychologist.
- Parent/Child outings or trips as an incentive for positive behavior.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers in PS 315K are highly qualified according to the BEDS survey.

Service and program coordination

All students in Temporary Housing will be afforded the same academic and social opportunities afforded to the general student population. Workshops tailored to the needs of Parents in Temporary Housing regarding student behavior and social needs will be provided to parents.

Budget and resources alignment

- Title 1 funding for Parents, Title 1 funding to staff a SAVE Room teacher, and provide Professional Development , as well as, School Wide Projects funding will also be utilized to facilitate this goal.
- All classroom, cluster, paraprofessionals, school aides, SAVE room teacher, Parent coordinator are among the staff resources to facilitate this goal.

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.

	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	0	0	N/A	N/A	30	10	10	10
1	82	82	N/A	N/A	30	10	10	7
2	48	48	N/A	N/A	30	10	10	10
3	54	54	N/A	N/A	30	10	10	10
4	70	70	25	0	30	10	10	10
5	79	79	0	0	30	10	10	5
6								
7								
8								
9								
10								
11								
12								

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	Services provided are targeted on a grade level below and there is no individual program but a continuous review of content-area vocabulary, key concepts, review of factual content, reading strategies such as comprehension, main idea phonemic awareness, writing strategies, speaking and listening strategies and critical thinking skills. These students will engage in completing a rigorous performance tasks aligned to the Common Core State Standards in Literacy.
Mathematics	Services are provided on a grade level below, students are taught the necessary math key terms and the steps needed in solving mathematical problems, their conceptual skills are reinforced through manipulatives; which leads to a better understanding of a particular mathematical skill. These students will engage in completing a Common Core State Standard aligned performance task in the area of Mathematics.
Science	Services provided to students who do poorly on the science mid-term. Students are provided with test prep materials which cover key scientific concepts and vocabulary and an in-depth look into the scientific method.
Social Studies	Students are provided with historical documents and vocabulary students are made to develop their ability to think reasonably, rationally and logically, to organize information evaluate data and draw conclusions.
targetedAt-risk Services provided by the Guidance Counselor	Guidance Counselor assesses, refers and counsels students in academic, social or behavioral need. Depending on the group, he meets them during the school day, one-on-one or in small groups.
At-risk Services provided by the School Psychologist	School Psychologist consults with the teachers to develop strategies to help children who are experiencing academic or behavioral difficulties. She works with the students during the day on a one-to-one basis.
At-risk Services provided by the Social Worker	Social Worker meets with parents, teachers and students in distress. He also communicates with various family and health agencies. This service is provided during the school day on a one-to-one basis.

At-risk Health-related Services	Speech Teachers target students with language and auditory processing also social interaction and social conversation (ex-eye contact). This is provided during the day in a small group or one to one depending on the needs of the student.
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PS 315 Parent Involvement Policy

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
 - 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- **supporting or hosting Family Day events, such as Family ternity Night, Family Math Nights, Multicultural Events, etc.**
 - establishing of a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

PS 315K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- 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, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 their education by prompting reading and responding to all notices received from the school or district;**
- **respond to surveys, feedback forms and notices when requested;**
- **become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;**
- **participate in or** request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- 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.

**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 .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Nancy Ramos	District 22	Borough Brooklyn	School Number 315
School Name School of Performing Arts			

B. Language Allocation Policy Team Composition

Principal Judith Ranft-Quartana	Assistant Principal Darleen Garner
Coach Deborah Kennedy	Coach Joanne Fava
ESL Teacher Maria Khan	Guidance Counselor Charles Faruggia
Teacher/Subject Area Marlie Leopold	Parent type here
Teacher/Subject Area Manisha Basra	Parent Coordinator Angela Gonzalez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	776	Total Number of ELLs	87	ELLs as share of total student population (%)	11.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. a. Our ESL coordinator participates in the registration process. She speaks three languages and assists parents in completing the Home Language Surveys. The ESL coordinator interviews the students prior to the first day of school. After having initialed the Home Language surveys, she administers the LAB-R to newcomers during the first 10 days of school. The ESL coordinator keeps a list of the LAB-R raw scores which facilitates student placement. Two months prior to the NYSESLAT, all ELLs become familiar with the format of the test through practice NYSESLAT activities found in NYSESLAT practice books from Continental Press. The ESL teacher assists parents during registration, reviews and initials the home language surveys, conducts interviews with parents and students, if necessary in the native language, since she speaks Spanish and French. Another pedagogue, a Kindergarten ESL teacher assists also. She speaks Urdu, and Punjabi. These two teachers conduct the interviews with the parents and the students, Based on the Home Language surveys, students are given the LAB-R within 10 days after admission. The test is given individually in the ESL room and the raw scores are used for placement purposes only.

1. b. As mentioned before, the two pedagogues who hold an ESL license and speak the following languages; Spanish, French, Punjabi, Urdu, and Hindi, conduct the interviews, and initial the Home Language Surveys. The survey is placed in the students' cumulative record folder and a copy stays on file in the ESL coordinator's classroom.

1. c. The ESL teacher conducting the NYSESLAT obtains two reports from ATS, the RLER and RMSR to determine the eligibility for the NYSESLAT. The teacher should follow the order of the four different modalities within the time frame given. The speaking part is given individually; the reading, speaking, listening, and writing parts are given in a group. The test is untimed and should be given under testing conditions, as any other standardized state test.

2. The following structures are in place at our school to ensure thorough parent understanding of all three parent choices: (Transitional Bilingual, Dual Language, Freestanding ESL)

At enrollment, our ESL coordinator meets with parents to determine the child's home language. The process is formalized through a Home Language Identification Survey, which indicates the primary language spoken at home. After collecting the Home Language Identification Survey, the child is administered the LAB-R (Language Assessment Battery-Revised), which is a test that establishes English proficiency within ten days of enrollment. Those students that score at or below proficiency on the LAB-R become eligible for state mandated services for ELL's. Students who speak Spanish at home and score at or below state proficiency on the LAB-R become eligible for state mandated services for ELL's. Parents follow a process for registration under the guidance of the ESL coordinator. After parents fill out the Home Language Survey, the formal interview is conducted based on the response of the parents. Home Language Surveys are initialed by the ESL coordinator. Students are given the LAB-R within 10 days of admission. The step by step in the process begins with the Entitlement Letter, which is sent home to parents in their native language. This letter invites the parents to an orientation. At the time of the orientation, parents must receive an agenda and sign an attendance sheet when they arrive at the meeting. The ESL coordinator welcomes the parents, introduces the principal, the assistant principal, and parent coordinator of the school. The ESL coordinator explains the research that supports the three different programs; Dual Language, Bilingual, and ESL. Brochures describing these programs are handed to the parents in their Native Languages. The parents view an informational video describing these three programs. This is followed by a question and answer session. Translators are present. In our school we have paraprofessionals who speak Spanish, Creole, Bengali, Russian, Urdu, and Arabic. Parents will have a chance to fill out the surveys

with the help of the ESL coordinator, teacher, and translation paraprofessionals.

3. Entitlement letters, parent surveys, program selection forms, and placement letters of children eligible for services, are sent home to parents in the parents' native language. The ESL coordinator is responsible for distributing entitlement letters and non-entitlement letters. These letters are sent to the students in an envelope addressed to the parents. Copies are made and stored in the ESL room. The parent surveys are distributed the day of the orientation. The parents fill them out at the orientation. Copies are placed in the ESL room and originals are placed in the students cumulative record folders. More than one orientation is held for those parents who are unable to attend the initial meeting to view the DVD.

4. Parents of newly enrolled are invited to attend an orientation meeting where the three program choices (Transitional Bilingual, Dual Language, ESL,) are presented to them. Invitation letters are sent in many languages and phone calls are made when needed. Parents review a DVD entitled "Orientation for Parents of ELL Learners", provided by the Office of English Language Learners. The DVD has been translated into thirteen languages. The ESL coordinator, in conjunction with the Parent Coordinator, organized these orientation meetings. The main goal is to empower parents with the opportunity to make informed decisions regarding their children's placement. It was mentioned above that the ESL teacher distributes placement letters, sends entitlement letters in envelopes addressed to parents. The ESL coordinator keeps track of all of these compliance items by logging everything into a self created chart. A phone log is kept. Translation services are also recorded. If the school is not honoring the parent's choice at the present time, immediate notification will be given to the parent in the event of an opening.

5. A review of the data resulting from the parent-survey process and program selection forms indicate over the past five years the parents' preference to be a Freestanding ESL Program. The following chart explains this trend:

Year	# of New Admits	Who Didn't Pass LAB-R	Bilingual Choice	Dual Language Preference	ESL Preference
2008-09	38	2	0	36	
2009-10	35	2	0	34	
2010-11	32	2	0	30	
2011-12	25	0	1	24	

6. We feel we satisfy the parents' choice of program in light of the process previously discussed

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% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	18													18
Push-In		33	9	13	8	6								69
Total	18	33	9	13	8	6	0	87						

B. ELL Years of Service and Programs

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

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	5	1	2	82	0	7	0	0	0		87
Total	5	1	2	82	0	7	0	0	0		87

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	6	12	3	2	4	4								31

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
Chinese	1	1	0	0	0	0								2
Russian	0	0	0	0	0	0								0
Bengali	1	0	1	0	0	0								2
Urdu	3	3	2	2	0	0								10
Arabic	2	3	0	0	0	0								5
Haitian	3	13	3	8	4	2								33
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	0	1	0	0								4
TOTAL	18	33	9	13	8	6	0	87						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Part IV. Programming

1. The program model at PS 315K is a Freestanding ESL model. We have on staff two certified ESL teachers. One of these teachers has a Bilingual extension license, as well as, a Common Branch license. PS 315K presently has 87 ELL students. 18 of these students are in a self contained ESL Kindergarten and 69 receive ESL services from a pull out or push in Freestanding ESL model. Students are grouped according to their English proficiency level based on the LAB-R for newcomers. Beginner and Intermediate level students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes each week as per Part 154. The ESL teacher groups

A. Programming and Scheduling Information

the students homogeneously within consecutive grades. Groups are large due to ESL mandates and the large number of ESL students that require service. Groups consist of 13-15 students. Students are picked up from their respective classes by the ESL teacher and after their required number of minutes for ESL instruction, are returned to their classrooms.

2. At the beginning of the school year, the staff is informed of which students require ESL services and their respective proficiency levels. Staff is given a schedule of times their ESL students will be serviced each day. The ESL teacher maintains open communication with the classroom teacher regarding the progress of these students.

3. Our Freestanding Program of ESL instruction is a systematic program of English language instruction using second language acquisition strategies and methodologies such as: the Cognitive Academic Language Learning Approach (CALLA), and the Natural Approach. The Natural Approach provides access to content area instruction through the use of various instructional supports such as scaffolding, modeling, bridging, contextualizing, schema-building, graphic organizers, questioning, and cooperative learning groups. The Balanced Literacy approach to literacy development is also utilized by ESL students. This includes flexible grouping according to students' needs through guided reading, read aloud, shared reading and the writing process. The ESL teacher provides support to ELL's in their Native Language by encouraging them to use their Native Language. The use of books and resources from a multicultural library is available to them. When a student is a newcomer, reading and writing in the Native Language is encouraged.

4. The testing coordinator orders the necessary tests in the content areas in the required native languages in Science and Math. Students, especially newcomers, have the option to take these tests in their native languages.

5. Differentiated instruction is the key strategy when planning instruction for ELL students. Instruction for newcomers, recently immigrated students who are at the pre-production stage of second language acquisition, instruction is modified by focusing on vocabulary acquisition, listening skills, modeling, reading and writing, using visuals, realia, and providing active contextualized, hands-on activities. A combination of different second language acquisition strategies (the Natural Approach, TPR, scaffolding) are used to introduce students to school routines and basic English Language skills. At this stage, teachers may utilize the students' native language to ensure the students' understanding of content area subject matter while the student is acquiring English. Bilingual dictionaries are very helpful. Since ELL students are required to take the NYS ELA after one year, academic rigor must take place within the lesson framework and planning. In the situation where there are SIFE's, attention must be given to the learning gaps in a student's education. A SIFE student needs intensive instructional support and is taught in a small group setting, AIS, and Extended Day programs. A Title III After School Program is also offered to SIFE students. Instruction for our long term ELL's is focused on immersing students in a print rich environment providing context-enriching activities and engaging students in hands-on, meaningful learning experiences. Instruction is taught through small group lessons. The needs of ELL students are best met through modeling, modifying materials, and addressing different learning styles through differentiated instruction. The ESL teacher, and all the staff members who instruct ESL students in the 4-6 year old age range, use a differentiated instructional approach capitalizing on the students' learning styles, interests, and academic abilities.

6. Our ELL students with special needs are placed in self-contained classes and in CTT classrooms as per their IEP. Our Special Needs ELL students receive services from a licensed ESL pull out teacher, support services as indicated by their IEP's, as well as, AIS services. Lessons for students with disabilities are modified to address different learning styles by incorporating technology, such as Imagine Learning. ELL's with disabilities are placed in settings according to their Individualized Educational Plans (IEP's, including self-contained or integrated team teaching classrooms.) Both the Special Needs and ESL teacher follow the IEP mandates. Bilingual paras are awarded to students whose IEP's dictate that this type of para is warranted.

7. Our ELLs with disabilities are placed in ICT classes with support services. They are also pulled out by the ESL teacher. Periodically, the ESL teacher will push into the classroom. Teachers utilize a differentiated instructional approach with tiered activities that address students' ability levels and learning styles. Technology support in the form of computer based ELL programs and smart board technology provide an interactive, visual approach to ESL students with learning disabilities. Students' IEP's are taken into consideration when planning for the technological component of instruction.

Courses Taught in Languages Other than English ⓘ

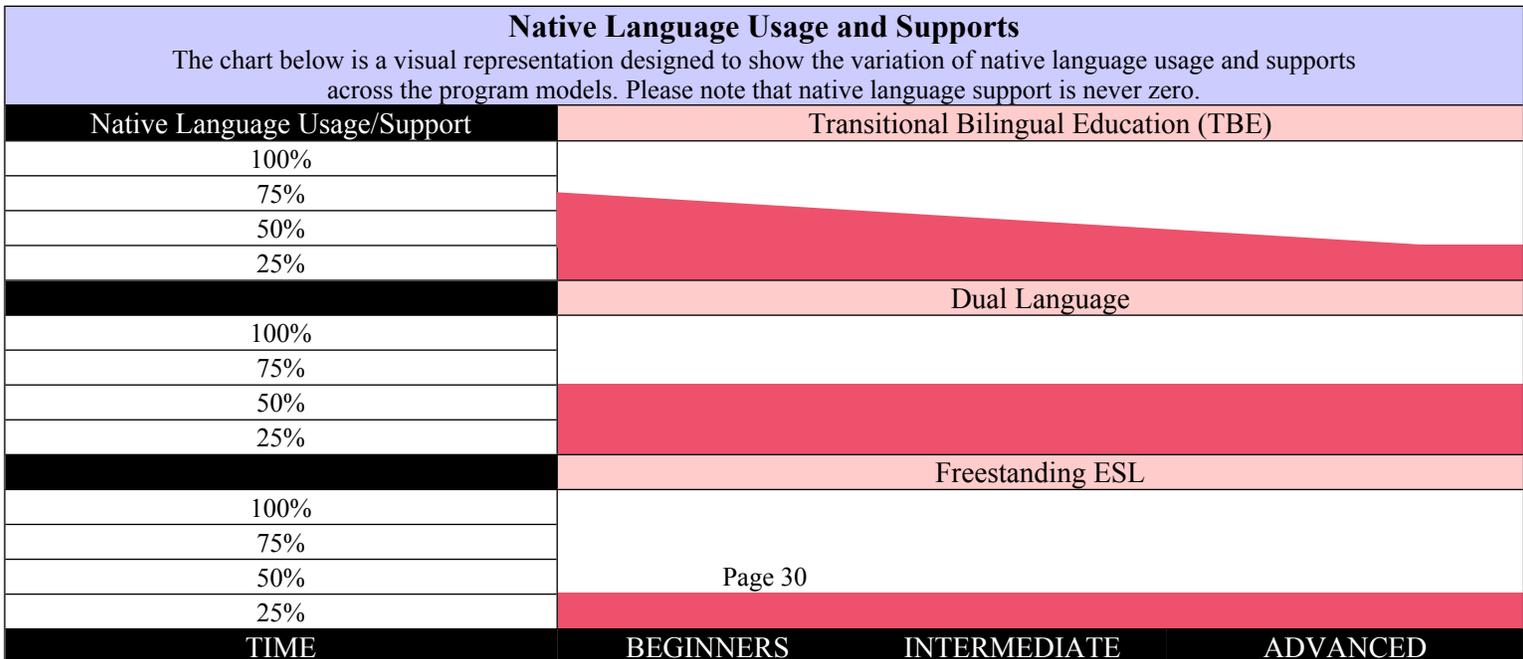
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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. Newcomers, students who are new in the country less than three years, must take all of the standardized state tests after one year of residency in the United States. Taking the ELA is a difficult challenge for the ELL students. The ESL teacher must address this challenge by providing activities that teach necessary reading skills, as well as, foster higher level thinking skills. Lessons must also teach unfamiliar vocabulary, idioms, complex sentence structures utilizing longer reading passages, working against a time frame that is much shorter than the time frame needed for language acquisition. The Title III After School Program helps prepare our ESL students to meet these rigorous demands that state testing presents to our ELL students. Testing modifications, such as extended time and separate location, are also afforded to ELL students who are in the testing grades. Throughout the school year, the ESL teacher supports the ELL students, especially the students in testing grades. Books utilized for test preparation and in the content areas are offered in Spanish. We have a fifth grade teacher with an ESL extension license that facilitates a Title III ESL Program for those ESL students in the testing grades.. (3,4,5)

9. Our plan to support students who have attained proficiency on the NYSESLST assessment is as follows:

- participation in a small group setting with an ELL pull-out teacher for a minimum of three sessions a week.
- Academic intervention Services provided by our out of classroom AIS teachers.
- Small group instruction in the 75 minute Extended Day program on Monday and Tuesday after school.(as per UFT contract)

10. The principal plans on continuing the After School ESL Title III program twice a week for two hours; as well as provide for the implementation of a Kindergarten Literacy Program from Santillana for the Kindergarten ESL class. The Principal is also purchasing the Imagine Learning computer program to foster literacy development in our Kindergarten and Grade 1 ELL students.

11. No programs or services are being discontinued for our ELLs.

12. Our school makes every effort to ensure that ELLs have equitable access to educational opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all afterschool supplemental programs and take part in the extracurricular arts related activities such as chorus, band, violin, visual arts, dance, and student government. They also participate in both the Spanish and English spelling bee competition.

13. We have an array of appropriate instructional materials for our ELLs. Textbooks, big books, leveled text, workbooks, grammar books, posters, flashcards, and other hands-on materials are used in instructing our ELLs. We have software targeting language development for ELL students in the mainstream classrooms that contain ELL students. Native language books are provided to ELL students in the school library. The Principal and Assistant Principal fully support the ELL program and facilitate compliance in all areas of implementation. The school has provided Everyday Math in Spanish for grades 3,4,5. When the ELL students have difficulty understanding a concept, the ESL teacher provides support to the newcomers in Spanish. Grade 5 gets similar support in Social Studies and Science.

14. The ESL coordinator/teacher speaks Spanish and French fluently and scaffolds instructions for those students who are new to the country. Newcomers are paired with a classroom "buddy" who speaks the same language but is proficient in English.

15. All services and resources are developmentally appropriate to the age and grade level of the ELL students. This year, as a result of the implementation of the Common Core State Standards, differentiated instruction is infused within the framework of every lesson in all classrooms. As a result of data driven instruction, the academic strengths and weaknesses of the students are discussed during Teacher Inquiry sessions where best instructional practices for ELL students are shared among teachers.

16. The ESL teacher/coordinator gives an overview of the ESL program in a parent meeting. She assists them in the registration process. There is a "Meet the Teacher" Night, as well, where teachers are provided with an overview of the curriculum by the classroom teacher.

17. English is the only language offered to our ELLS.

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. Newcomers, students who are new in the country less than three years, must take all of the standardized state tests after one year of residency in the United States. Taking the ELA is a difficult challenge for the ELL students. The ESL teacher must address this challenge by providing activities that teach necessary reading skills, as well as, foster higher level thinking skills. Lessons must also teach unfamiliar vocabulary, idioms, complex sentence structures utilizing longer reading passages, working against a time frame that is much shorter than the time frame needed for language acquisition. The Title III After School Program helps prepare our ESL students to meet these rigorous demands that state testing presents to our ELL students. Testing modifications, such as extended time and separate location, are also afforded to ELL students who are in the testing grades. Throughout the school year, the ESL teacher supports the ELL students, especially the students in testing grades. Books utilized for test preparation and in the content areas are offered in Spanish. We have a fifth grade teacher with an ESL extension license that facilitates a Title III ESL Program for those ESL students in the testing grades.. (3,4,5)

9. Our plan to support students who have attained proficiency on the NYSESLST assessment is as follows:

- participation in a small group setting with an ELL pull-out teacher for a minimum of three sessions a week.
- Academic intervention Services provided by our out of classroom AIS teachers.
- Small group instruction in the 75 minute Extended Day program on Monday and Tuesday after school. (as per UFT contract)

10. The principal plans on continuing the After School ESL Title III program twice a week for two hours; as well as provide for the implementation of a Kindergarten Literacy Program from Santillana for the Kindergarten ESL class. The Principal is also purchasing the Imagine Learning computer program to foster literacy development in our Kindergarten and Grade 1 ELL students.

11. No programs or services are being discontinued for our ELLs.

12. Our school makes every effort to ensure that ELLs have equitable access to educational opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all afterschool supplemental programs and take part in the extracurricular arts related activities such as chorus, band, violin, visual arts, dance, and student government. They also participate in both the Spanish and English spelling bee competition.

13. We have an array of appropriate instructional materials for our ELLs. Textbooks, big books, leveled text, workbooks, grammar books, posters, flashcards, and other hands-on materials are used in instructing our ELLs. We have software targeting language development for ELL students in the mainstream classrooms that contain ELL students. Native language books are provided to ELL students in the school library. The Principal and Assistant Principal fully support the ELL program and facilitate compliance in all areas of implementation. The school has provided Everyday Math in Spanish for grades 3,4,5. When the ELL students have difficulty understanding a concept, the ESL teacher provides support to the newcomers in Spanish. Grade 5 gets similar support in Social Studies and Science.

14. The ESL coordinator/teacher speaks Spanish and French fluently and scaffolds instructions for those students who are new to the country. Newcomers are paired with a classroom "buddy" who speaks the same language but is proficient in English.

15. All services and resources are developmentally appropriate to the age and grade level of the ELL students. This year, as a result of the implementation of the Common Core State Standards, differentiated instruction is infused within the framework of every lesson in all classrooms. As a result of data driven instruction, the academic strengths and weaknesses of the students are discussed during Teacher Inquiry sessions where best instructional practices for ELL students are shared among teachers.

16. The ESL teacher/coordinator gives an overview of the ESL program in a parent meeting. She assists them in the registration process. There is a "Meet the Teacher" Night, as well, where teachers are provided with an overview of the curriculum by the classroom teacher.

17. English is the only language offered to our ELLs.

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?
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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?

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14. The ESL coordinator/teacher speaks Spanish and French fluently and scaffolds instructions for those students who are new to the country. Newcomers are paired with a classroom "buddy" who speaks the same language but is proficient in English.

15. All services and resources are developmentally appropriate to the age and grade level of the ELL students. This year, as a result of the implementation of the Common Core State Standards, differentiated instruction is infused within the framework of every lesson in all classrooms. As a result of data driven instruction, the academic strengths and weaknesses of the students are discussed during Teacher Inquiry sessions where best instructional practices for ELL students are shared among teachers.

16. The ESL teacher/coordinator gives an overview of the ESL program in a parent meeting. She assists them in the registration process. There is a "Meet the Teacher" Night, as well, where teachers are provided with an overview of the curriculum by the classroom teacher.

17. English is the only language offered to our ELLs.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional Development is very important to the PS 315K Educational Community. ELL strategies are discussed at Professional Development Committee and Cabinet meetings by the Administration, the Literacy and Math Coaches, the ELL Coordinator and AIS staff and presented to the staff at Common Planning and Teacher Inquiry sessions. Outside professional development is offered by the Office of English Language Learners and the CFN for teachers servicing ELL students. It is the goal of Professional Development to provide the instructional support for teachers to instruct ELL in all subject areas and have high expectations for these students to make the same yearly progress that is required of all students. Pedagogical staff servicing ELL students receives training in data interpretation, ELL skills and strategies for instruction, which facilitates successful instructional outcomes for the ELL students. We document every meeting with attendance sheets and agendas to ensure that 7.5 hours of ELL training is supplied to the staff. Professional Development will be offered to every constituency that has contact with instructing our ELL students. Professional Development will be evidenced through agendas and sign in sheets. Professional Development will be delivered through Faculty Conferences, Teacher Inquiry Groups, and through our network. Chancellor's Professional Development Days will also be used to deliver PD pertaining to ELL instruction.

2. ELL students going to Middle school will be invited to attend orientation sessions in the evening with their parents. The Parent Coordinator and Guidance Counselor facilitate these sessions for parents. The ESL Coordinator is present at these meetings for translation questions

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?

2,3. Parents are introduced to the school and the staff on "Meet the Teacher" Night in early September. Invitation letters in different languages are sent to the parents. On that same night, the ESL teacher conducts an orientation of the ESL program. Attendance is usually high at this function. Parents come to Parent-Teacher Conferences in November and March, where translation services are provided. PS 315K offers curriculum nights such as ELA, Math, and NYSESLAT. The parent coordinator organizes informal meetings and surveys, to find out the needs of parents. Workshops are then provided. Based on Parent Involvement surveys that were administered by the Parent Coordinator at the beginning of the school year, workshops will be organized to meet the needs of the ELL parents. ELL parents are included in every parent activity with translation services provided. School Messenger, a telephone service in different languages, has also been an integral means of communication informing ELL parents of the different parent activities in the school.

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)	10	19	2	2	2	2								37
Intermediate(I)	5	11	3	6	1	3								29
Advanced (A)	3	3	4	5	5	1								21
Total	18	33	9	13	8	6	0	0	0	0	0	0	0	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	1	0	0	0							
	I		8	0	0	0	0							
	A		5	5	4	3	2							
	P		10	22	20	6	5							
READING/ WRITING	B		14	4	3	2	0							
	I		8	4	3	2	0							
	A		2	4	9	5	0							
	P		0	16	2	0	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0			1
4	3	2			5
5	1	0			1
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								1
4	1		2	1	2	1			7

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5				2					2
6									0
7									0
8									0

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. Currently PS 315K utilizes TCRWP benchmarks for assessing students and identifying students strengths and weaknesses in areas such as early literacy behaviors, high frequency words, identifying initial sounds, blending, word segmentation, rhyming, phonemic awareness, reading comprehension skills and strategies, and reading accuracy. TCRWP assessments allow teacher to examine data more carefully and identify specifically which skills students are lacking so the teacher can offer strategies to support ELL students in areas of need.

2. Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT indicate that ELL's acquire speaking and listening skills before reading and writing skills. Instructional decisions reflect this sequence of acquisition. Beginning levels of ELL students receive greater exposure to oral modalities, while more advanced levels of ELL students receive more intensive reading and writing instruction within the Balanced Literacy framework.

3. The analysis of ELL Periodic Assessments revealed that ELLs perform better in grades 3 and 4 than in grade 5. This is due, in part, to the increasingly complex nature of reading passages in grade 5. Vocabulary and length of reading passages become more sophisticated and longer in the fifth grade NYS ELA Assessment. ELL students at this grade level need more exposure to longer and complex reading passages of a non fiction nature. Reading skills need to be taught and reinforced; reading stamina needs to be built and practiced. More work on vocabulary taught in the context of a reading passage needs to be implemented. The NYSESLAT is administered by the ESL coordinator and Kindergarten ESL teacher. They follow the state mandated sequence of delivery of the subtests of the NYSESLAT assessment; speaking, reading, listening, and writing. Test accommodations are set up to administer this assessment.

4/5. We evaluate the success of our ELL Program through interim and end of year benchmark assessments. We compare the levels of proficiency at the beginning of an academic year utilizing the NYSESLAT. Also, interim tests such as ACUITY, are also followed. End of year results from state assessments in ELA and Math should measure a year's growth, so students in this subgroup meet their AYP. When analyzing the NYSESLAT modality analysis chart, it is evident that across all levels, that students have made growth in the listening and speaking modalities. Grade one made more significant growth in reading and writing than the other grade levels. All pedagogical and support staff play an integral role in helping the ELL students elevate their level of proficiency. ELLs who come with a strong literacy background in their native languages do very well on tests in their native languages. However, those whose literacy foundations are not strong in their native languages, do not do well when tested in their native language. Based on the ELL periodic assessments, that as the grade level increases, the reading part of the assessment becomes more rigorous, because of the level and text complexity of the story. Vocabulary becomes more sophisticated. Therefore teachers must increase the academic rigor surrounding their instruction and create activities and lessons that facilitate increased reading stamina, and more complex vocabulary.

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.

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				1		2			3
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	0	0							

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?

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.

Part VI: LAP Assurances

School Name: <u>School of Performing Arts</u>		School DBN: <u>22K315</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Ranft-Quartana	Principal		1/1/01
Darleen Garner	Assistant Principal		1/1/11
Angela Gonzalez	Parent Coordinator		1/1/01
Maria Khan	ESL Teacher		1/1/01
	Parent		1/1/01
Monisha Basra	Teacher/Subject Area		1/1/01
Marlie Leopold	Teacher/Subject Area		1/1/01
Deborah Kennedy	Coach		1/1/01
Joanne Fava	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K315 **School Name:** P.S. 315 School of Performing Arts

Cluster: CEI PEI 533 **Network:** Nancy Ramos

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.

There are several reports on ATS, like the POB, Admission Report and the Home language surveys that help us establish a data on the major languages spoken by students and their families in our school community. The school has the advantage of having among the staff, teachers and paraprofessionals who speak and write the following languages: Creole, Spanish, Urdu, Bengali, Arabic, Hindi, Punjabi. When we need important letters to be sent to parents, these letters are translated in these major languages so that parents receive and understand in a timely fashion. The same thing happens when the school needs oral interpretation.

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.

We have noticed that by sending important letters translated in the major languages of the school, parents respond by attending more meetings, workshops and specially our ELL's parents feel comfortable coming to school to clarify questions. They know that there is always someone who speaks their language. The findings were reported to the school community through the school portal.

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.

The written translations services will be done in-house by teachers and paraprofessionals. The parent coordinator and the the ESL coordinator make sure that all our ELL's parents get these translated documents, notices, letters on time.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretations will be provided by teachers and paraprofessionals within our school. They will assist parents during registration, during orientation, parent-teacher conferences, ELA, math, NYSESLAT, meetings.

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>.

As per section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, our school will provide every accomodation for parents who speak another language by translating important document letters, notices in other languages. The same will happen with oral interpretations, signs in the school will be translated. We will do everything in our power to make these parents feel welcomed in our school. No parent should feel alienated in our school community.

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: PS 315K	DBN: 22K315
Cluster Leader:	Network Leader: NancyRamos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 42 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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: Title III provides English language learners with supplemental instruction in an after school program on Wednesday and Thursday from 2:30PM to 4:00PM for grades 3-5 and Saturday Academy one group K and another 1-2 from 9am-12pm.

The ELL target population for Title III program will be identified based upon the level of English using the Lab-R and NYSESLAT. All beginners and intermediates students will be invited to attend, letters will be sent in different languages to accommodate their needs.

The program will service 15 students in grades 3-5, 15 students in grades 1-2 and 15 students in Kindergarten. The program will start in October and end in May, it may last approximately 24 weeks, 72 sessions.

The Title III instruction will be provided by three fully licensed ESL teachers who are competent, trained and have experience working with ESL students.

This supplemental instruction is aligned with the common core standards. Instruction will focus on non-fiction reading, science, math and ESL. All students are provided with differentiated instruction to meet or exceed City and State learning and performance standards. Our goal and vision is to create a learning community in which students and staff, as well as parents learn through meaningful experiences.

Each after-school or Saturday Institute Title III program will follow these different routines, approximately for 45 minutes we will practice for the NYSESLAT using the books we are going to order NYSESLAT in different levels (by Continental Press). Then we will do reading following the Rigby Program, shared reading, independent reading, guided reading, writing. We will always integrate the four modalities, listening, speaking, reading and writing, material will be obtained from the book room. The last period we will do math, supplemental material will be provided by the school (at no cost to Title III). In grades 2-5 we will concentrate in problem solving.

An AIS teacher in Literacy will be hired to provide AIS literacy services to at risk ELL students in grade 1 who are not serviced by the ELL Coordinator.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Participant teachers of Title III program will receive professional development for 10 sessions of on hour each time. Literacy coaches, Ms. Ellman, Ms. Kennedy and math coach Ms. Fava will instruct these sessions. These will be given throughout the program. The teachers start their PD sessions in October, they will meet once a month with the literacy or math coach for one hour each time after school, Oct. 22, Nov. 23, Dec. 21, Jan. 13, Feb. 17, Mar. 15, Apr. 20, May 11.

The topics for the projected PD's are:

- a.) Differentiated instruction
- b.) Infusing ESL strategies across the content area
- c.) Analyzing data to drive instruction
- d.) Balanced literacy
- e.) Test sophistication strategies to prepare students to meet state tests.
- f.) Reading comprehension
- g.) Writing workshop
- h.) Math problem solving

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/ Guardians of English Language Learners, participants of the Title III program will be provided with several workshops (at no cost to Title III) At the beginning of the programs parents will be invited on a Saturday to attend an orientation meeting, translation will be provided. Invitations for this and all the other workshops will be sent in different languages. Workshops will include such topics as:

1. The Math Workshop model
2. How to prepare my child for the New York State tests in ELA and Math.
3. The components and structure of the NYSESLAT
4. End of Program Celebration
5. Common Core State Standards in ELA and Math.

Parent Workshop will be facilitated by the ESL teachers, coaches and the parent coordinator. Refreshments and food will be paid by Title III

Part E: Budget

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

Allocation Amount: \$11123

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 	8500	5000- 11 weeks of AIS services by an ELL per diem teacher within the school day. 3500.00-9 weeks of afterschool and Saturday ESL instruction - 3 hours during the week and 3 hours on Saturday. $50.00 \times 3 = 150 \times 2$ teachers = 300.00 3500 divided by 300.00 = 11 weeks.
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. 	2623.00	Award ELL Reading Program- 2300.00 323.00 general supplies(copy paper, crayons, pencils, chart tablets.)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		11,123