



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K015

PRINCIPAL: PEGGY WYNS-MADISON

EMAIL: PWYNS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
Peggy Wyns-Madison	*Principal or Designee	
Julie Cavanagh	*UFT Chapter Leader or Designee	
Lydia Bellahcene	*PA/PTA President or Designated Co-President	
Nahisha McCoy	Member/parent	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosemary Leahy	Member/staff	
Denise Leonard	Member/staff	
Marie Sirotniak	Member/staff	
Alev Dervish	Member/staff	
Caitlin Cassaro	Member/parent	
Raquel Rosado	Member/parent	
Ida Lagoa	Member/parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, English Language Learners in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring at level 3 on the NYS ELA assessment.

Comprehensive needs assessment

- After data analysis of the 2012 ELA results, it is evident that a more strategic approach to teaching the English Language Learner population in ELA needs to be implemented.
- According to nySTART, all English Language Learners in grades 3-5 scored at or below level 2 on the 2012 NYS ELA assessment.
- According to the results of the NYSESLAT assessment, less than 50% of all students in grades 3-5 achieved a level of proficiency.

Instructional strategies/activities

1. Targeted small group instruction to meet the needs of the ELL student:

- Push-In/Pull-Out strategy lessons facilitated by the ELL teacher and Response to Intervention teacher provide additional support in language development, reading comprehension skills, and critical thinking using Stephanie Harvey's Comprehensive Toolkit.
- Expansion of non-fiction classroom libraries offers exposure to a variety of texts
- Weekly Response to Intervention meetings allow ELL, RIT, and classroom teachers to evaluate student data and program effectiveness
- September 2012 - June 2013

2. Partnership with Young Audiences New York on oral language development to meet the needs of the ELL student:

- Through Total Physical Response strategies the ELL student is given opportunities to develop English language skills through movement and dance while strengthening their vocabulary and use of positional words.
- Classroom teachers provide instruction in content area literacy as they guide students to research the countries of origin of each type of dance and then support students as they create narrative texts, poetry, and oral presentations.
- Classroom teachers and the ELL teacher will participate in professional development throughout 12 week cycles where the special needs of the ELL student in learning new concepts are considered when implementing this program.
- Weekly working lunch and Professional Learning Community sessions provide opportunities for review of student data and highlight ELL teacher feedback
- September 2012 - June 2013

Strategies to increase parental involvement

- Parent workshops facilitated by Young Audiences New York to strengthen the school-home connection
- Culminating class and school-wide performances facilitated by Young Audiences New York teaching artist
- ELL teacher presentations at monthly Principal/PTA meetings
- Orientation workshop facilitated by ELL teacher

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Various funding sources are used for teacher salaries and professional development partnerships, as well parent involvement.

Service and program coordination

- Good Shepherd Services (CBO) provides afterschool social and academic activities.
- Universal PreK provides full-day early learning opportunities.
- Newly formed Dual Language program servicing pre-k students
- Application for Dual Language Grant to expand the program to service both pre-k and kindergarten students
- CookShop nutrition program provides healthy eating education for parents and students.
- Partnership with the Metropolitan Opera provides opportunities for theme-based learning.
- Partnership with Studio In A School provides opportunities for exposure to the Visual Arts.
- Arts Achieve provides professional development opportunities for the music instructor.
- Partnership with Marquis Studio provides exposure to movement, architecture, and cultural awareness.
- PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan.
- Wilson Reading Intervention Program offered through the extended day program provides small group instruction for targeted at risk ELL students.
- Extended day language enriched art program offered by the ELL teacher provides opportunities for oral language development.
- Increased membership of the Friends of P.S. 15 Committee to reflect diverse student population.

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 2013, all Students with Disabilities in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring at levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- After data analysis of the 2012 ELA results, it is evident that a more strategic approach to teaching the Students with Disabilities population in ELA needs to be implemented.
- According to nySTART, 68% of Students with Disabilities in grades 3-5 scored below level 3 on the 2012 NYS ELA assessment.

Instructional strategies/activities

1. Targeted small group instruction to meet the needs of the Students with Disabilities :

- Push-in/Pull-out support by the reading coach and Response to Intervention teacher focus on reading comprehension and critical thinking skills
- Implementation of the Universal Design for Learning that allows classroom teachers to deliver the Common Core Clinic reading program and foster students knowledge and application of grade-level phonics and word analysis skills, use of context clues, reading for understanding, and the acquisition of academic language
- Weekly Response to Intervention meetings allow RIT teacher to evaluate program effectiveness by analysis of formative and summative assessments
- Weekly working lunch meetings and Professional Learning Community activities provide opportunities for review of student data and lateral planning
- Co-planning of strategic lessons by Special Education Teachers and Creative Solutions staff developer customize lessons to meet specific needs of SWD
- Annual and Triennial reviews allow for flexible programming and exposure to grade appropriate and more rigorous curricula for SWD
- September 2012 - June 2013

2. Increased opportunities for learning through extended day activities:

- Participation in an arts based, academically infused program focusing on a variety of learning approaches and student strengths
- Participation in a highly structured and formalized reading program that target specific weaknesses of SWD
- Art teachers, music teachers, and service providers offer a hands-on, multi-sensory approach to learning
- Classroom teachers utilize various intervention programs such as Wilson, Foundations, Great Leaps, Pebble Go, and Raz-Kids to address specific needs of SWD.
- Weekly working lunch meetings and Professional Learning Community activities provide opportunities for review of student data and selection of intervention program for individual student programming
- September 2012 - June 2013

Strategies to increase parental involvement

- Formation of a special education support group for parents to raise awareness of opportunities available for student/parent support
- Monthly PTA meetings to address concerns of parents with Students with Disabilities
- Partnerships with various art agencies provide opportunities for parents to participate in school-wide activities
- Weekly workshops organized by the Parent Coordinator meet the needs of parents as indicated by parent surveys

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Various funding sources are used for teacher salaries and professional development partnerships, as well parent involvement.

Service and program coordination

- Good Shepherd Services (CBO) provides afterschool social and academic activities.
- Universal PreK provides full-day early learning opportunities.
- CookShop nutrition program provides healthy eating education for parents and students.
- Partnership with the Metropolitan Opera provides opportunities for theme-based learning.
- Partnership with Studio In A School provides opportunities for exposure to the Visual Arts.
- Arts Achieve provides professional development opportunities for the music instructor.
- Partnership with Marquis Studio provides exposure to movement, architecture, and cultural awareness.
- PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan.
- Wilson Reading Intervention Program offered through the extended day program provides small group instruction for targeted for Special Education students.
- Extended day program provides a variety of activities to support academic growth.
- Increased membership of the Friends of P.S. 15 Committee to reflect diverse student population.

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 2013 there will be a 3% increase in the number of teachers who report being well supported in addressing student behavior and discipline problems as measured by the New York City Progress Report.

Comprehensive needs assessment

- After a review of the 2011-2012 New York City Progress Report, it was determined that there is a need for improvement in the Safety and Respect component of the Environmental Survey. The data indicates that 50% of staff members who completed the survey reported a need for increased support regarding safety and respect.

Instructional strategies/activities

1. Participation in citywide staff development in PBIS initiative

- Staff development provided to all staff members by school personnel who are formally trained at citywide workshops
- Provide opportunities for teachers to observe best practices at model schools within the network
- Expansion of the PBIS Committee to include cluster teachers, service providers, and out of the classroom teachers
- Staff participation in Respect For All initiative
- September 2012 - June 2013

2. Development and implementation of school-wide behavior rubric

- Completion of surveys by classroom teachers to identify student behaviors in need of improvement
- Tracking of student infractions by all staff members, including lunchroom aides, throughout the school day
- Universal displays of school-wide behavior rubric created from teachers' feedback
- Continuation of Student Council to include student voice in the decision making process
- September 2012 - June 2013

Strategies to increase parental involvement

- Monthly PTA meetings incorporate discussion of PBIS principles
- A series of workshops organized by Parent Coordinator to address how to apply positive behavior strategies at home.
- Public recognition of "Good Students Say the Pledge" participants
- Monthly newsletter highlighting students who are recognized for good citizenship

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants X Other

If other is selected describe here:

Various funding sources are used for teacher salaries and professional development partnerships.

Service and program coordination

- Good Shepherd Services (CBO) implements PBIS strategies in the afterschool program.
- Lutheran Mental Health Department services at-risk students.
- Early childhood grade teachers model PBIS strategies.
- PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan.

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 2013, English Language Learners in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring at level 3 and 4 on the NYS Math assessment.

Comprehensive needs assessment

- After data analysis of the 2012 Math results, it is evident that a more strategic approach to teaching the English Language Learner population in Math needs to be implemented.
- According to nySTART, only 58% of English Language Learners in grades 3-5 scored at levels 3 or 4 on the 2012 NYS Math assessment.

Instructional strategies/activities

1. Targeted small group instruction to meet the needs of the ELL student:

- Push-In/Pull-Out strategy lessons facilitated by the ELL teacher provide additional support in the acquisition of math skills.
- Expansion of math literature in the classroom libraries
- Weekly Response to Intervention meetings allow ELL and classroom teachers to evaluate student data and program effectiveness
- September 2012 - June 2013

2. Adoption of NYS Common Core aligned math curriculum:

- Expansion of Go Math! series into all grades
- Utilization of Go Math! ELL strategies
- Small group instruction focusing on academic language for the ELL in multi-stepped problems
- Study group focusing on the alignment of the NYS Common Core Learning Standards in mathematics
- Participation in ELL Institute
- Weekly working lunch meetings and Professional Learning Community activities to review student data and provide teacher feedback
- Lateral planning in mathematical units of study
- Formation of STEM cluster
- September 2012 - June 2013

Strategies to increase parental involvement

- ELL teacher presents at monthly PTA meetings to address the NYS Common Core Learning Standards in mathematics
- A series of workshops organized by bi-lingual Parent Coordinator to support the curriculum.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants X Other

If other is selected describe here:

Service and program coordination

- Good Shepherd Services (CBO) provides afterschool social and academic activities.
- Universal PreK provides full-day early learning opportunities.
- CookShop nutrition program provides healthy eating education for parents and students.
- Partnership with Studio In A School provides opportunities to develop language skills through the visual arts.
- Arts Achieve provides professional development opportunities for the music instructor.
- Partnership with Marquis Studio provides exposure to movement, architecture, and cultural awareness.
- PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan.
- Extended day program provides a variety of enrichment activities to support academic growth in mathematics.
- Increased membership of the Friends of P.S. 15 Committee to reflect diverse student population.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Making Meaning	Whole class	During the school day
	Stephanie Harvey's Comprehension Toolkit	Whole class	During the school day
	Benchmark's Writers' Workshop	Whole class/small group	During the school day/Extended day
	Text Savvy	Whole class	During the school day
	Wilson	Small group	Extended day
	Foundations	Whole class/small group	During the school day/Extended day
	Great Leaps	One-to-One	Extended day
	Hess' Depth of Knowledge Matrix	Whole class	During the school day
Mathematics	Great Leaps	One-to-One	Extended day
	Go Math!	Whole class/small group	During the school day Extended day/After school
	Measuring Up	Whole class/small group	During the school day

	Computer based learning	Whole class/small group	Extended day During the school day Extended day
	Chess Club	Small group	During the school day Extended day
	Robotics	Small group	Extended day
	Marquis Studio African Market and architectural residency	Whole class	During the school day
Science	CookShop	Whole class	During the school day After school
	Recycling and horticultural groups	Small group	Extended day
	Harcourt Science	Whole class/small group	During the school day/ Extended day
	Computer software	Whole class/small group	During the school day/ Extended day
	Formation of Science Lab	Whole class/small group	During the school day/ Extended day
Social Studies	Making Connections	Whole class/Small group	During the school day After school
	Legal Lives	Whole class	During the school day
	Rainforest Alliance	Whole class	During the school day

	Harcourt Social Studies	Whole class/Small group	During the school day/ Extended day
	Marquis Studio	Whole class	During the school day
	Journalism Club	Small group	After school
	Puppetry Arts	Whole class/Small group	During the school day
	Metropolitan Opera Guild	Whole class	During the school day
	Studio in a School	Whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Good Shepherd Services	Small group One-to-one	Extended day During the school day After school
	Guidance Counselor	Whole class Small group One-to-one	Extended day During the school day
	Lutheran Medical Center	One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- Formation of a Human Resource Committee
- Affiliation with local colleges for student teaching candidates
- Networking within the CFN 409
- Job Fairs
- Open Market
- Professional development opportunities
- Peer Teachers
- Mentoring Program
- Inter-visitation
- Friends of P.S 15 Committee
- Budget alignment

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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. P.S. 15 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;

P.S. 15'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 P.S. 15's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 15 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;

P.S. 15 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

P.S. 15, 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

P.S. 15 will 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;

P.S. 15 will 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;

P.S 15 will 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;

P.S. 15 will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christopher Groll/Neal Opromall	District 15	Borough Brooklyn	School Number 015
School Name Patrick F. Daly School			

B. Language Allocation Policy Team Composition

Principal Peggy Wyns Madison	Assistant Principal N/A
Coach Marie Sirotniak	Coach N/A
ESL Teacher Alev Dervish	Guidance Counselor Susan MacDonald
Teacher/Subject Area Pat Visbal/SETSS	Parent Lydia Bellahcene
Teacher/Subject Area Ieman Elzoghby, fifth grade	Parent Coordinator Juanita Laboy
Related Service Provider type here	Other type here
Network Leader Neal Opromalla	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	379	Total Number of ELLs	27	ELLs as share of total student population (%)	7.12%
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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. 

Part 2 ELL identification Process

1. P.S. 15 follows the NYC DOE procedures to identify students who may possibly be English Language Learners. First, new arrivals are identified by trained and licensed pedagogical personnel using the Home Language Survey and an informal oral interview with the student, conducted both in English and the student's native language. Translation services are available during this process via bilingual pedagogues (Pat Visbal, Spanish speaking and Ieman Elzoghby, Arabic speaking), the DOE Translation Unit and/or our parent coordinator Juanita Laboy who is also Spanish speaking. These results determine the student's eligibility for the LAB-R. The LAB-R is administered by the ESL teacher, Ms. Alev Dervish within ten days of the students' enrollment and hand scored right away to initiate the necessary service. When necessary and appropriate, the Spanish LAB is administered by Ms. Pat Visbal. The results of the LAB-R not only determine eligibility for the ESL program, but determine the instructional time for each student as well.

1c. Each year, the NYSESLAT is administered to all eligible students. The RLAT is the ATS report that lists those students who must be tested, and it is this list that our ESL teacher and testing coordinator, Mrs. Rosemary Leahy use to organize our testing schedule. Our ESL teacher, and our literacy coach, Ms. Marie Sirotniak administer all four components of this assessment each spring. A spreadsheet with each student's name and the four testing components is created to ensure all parts of this assessment are completed.

2. Each fall, letters (translated in the native language) are sent home with the ELL students inviting parents to orientation sessions that are held within the first ten days of school where the certified ESL teacher, Ms. Alev Dervish thoroughly discusses and explains NYC DOE ESL program choices with translation assistance from our parent coordinator Ms. Juanita Laboy, and/or Ms. Ieman Elzoghby. The three program choices the DOE offers are: Transitional Bilingual Education, Dual Language and Freestanding ESL classes. Although P.S. 15 currently offers a Freestanding ESL program, when/if another program choice becomes available parents will be advised via phone call, letter, or personal contact during arrival and dismissal.

3 In these orientation sessions, materials are provided in their home language (as indicated on the HLIS) to explain these choices. For parents unable to attend, these materials are sent home with the students. Each parent receives a DOE brochure explaining the three programs, the parent survey and program selection form in addition to other helpful resources. At the orientation sessions translation services are available (as previously described) to answer any questions parents may have about these forms, which are collected at the meeting. If parents cannot attend, they are contacted directly by our parent coordinator and if necessary, the forms are completed over the phone. In addition, the ESL teacher's contact information is shared with all parents of ELLs so we may set up an appointment to meet in person or over the phone to answer any questions about these forms and/or our school's program. It is the school's goal to complete the process above during Sept. 8th- Sept. 22nd. Our parent coordinator is a vital link to our parents is able to meet with parents before and after school to collect the surveys and selection forms in person. Ms. Alev Dervish is responsible for distributing and collecting the Parent Survey and Program Selection Forms. When returned, the original forms are kept in the student's record folder and a copy is kept on file in the school.

4. The procedures described above ensure that we follow DOE procedure and parent choice input to place our students in an appropriate ESL program. Parent choice dictates placement in one of the three choices offered by the DOE. Once students have identified as eligible for ESL services, parent letters (written in their native language) are sent home with the ELL students indicating placement.

Copies of these letters are kept on file by the ESL teacher. At the beginning of each school year, students whose NYSYSLAT scores indicate that they remain eligible for services receive a continued entitlement letter. A copy of these letters are also kept on file by the ESL teacher.

5. English Language Learners are evaluated yearly by careful analysis of the NYSESLAT scores. When the scores are released the ESL teacher, along with the Academic Cabinet members, review the data in each strand and identify trends that will guide instruction for the school year. The results of the NYSESLAT determine the amount of time the ELL student is serviced each week. Beginner and intermediate students receive three hundred sixty minutes of ESL instruction per week, and our advanced students receive one hundred eighty minutes per week.

6. Data analysis of Program Selection Forms over the past several years indicate the majority of our parents select a Freestanding ESL program. Last year, out of seven students eligible for services, all but two parents selected a Freestanding ESL as their program of choice. These two parents chose Transitional Bilingual as their first choice, but elected to stay at their neighborhood school, P.S. 15. This year, two out of three parents listed Freestanding ESL as their choice. From this analysis, it was evident that the majority of parents consistently choose a free-standing ESL program. We ensure that there is a full-time certified ESL teacher on staff and that money is budgeted to supplement this program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	20
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	1	15	5	0	5	0	0	0	27
Total	22	1	15	5	0	5	0	0	0	27

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	3	9	6									21
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1		1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	2	3	4	10	7	1	0	27						

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?

1. At P.S. 15K, we offer a dynamic ESL pull-out/push-in program provided by a certified ESL teacher, Ms. Alev Dervish. Ms. Dervish coordinates with the classroom teachers and content-area cluster teachers to align her service with the goals and curriculum of each grade. The groups are heterogeneous and in some cases grades are grouped together by grade level, for example there is a group of kindergarten and first graders, and another combining fourth and fifth graders. In addition, the ESL teacher pushes into mixed-grade K-3 classes.
2. The students are scheduled to accommodate the proper instructional time as mandated by NYS CR Part 154: 360 minutes a week for beginner and intermediate students (two units), and 180 minutes per week for advanced students (one unit). This schedule allows for all mandated minutes through a push-in/pull-out model. Pull-out groups range from 5-9 students. A balanced literacy approach to ELA instruction is implemented throughout the ESL program. See the table below for scheduled minutes per week. There is no time allotted for NLA (Native Language Arts instruction) because P.S. 15 does not offer Transitional Bilingual classes. However, support in the native language throughout the school day (including in the content areas) is provided to students with alternate placement paraprofessionals and other multi-lingual school staff. In addition, a lending library with multilingual trade books is available for parents and students to use throughout the school year. Hands-on activities, the use of native language picture dictionaries, small group instruction and partner work with English proficient language buddies ensure that P.S. 15's pull-out/push-in model is a successful method for delivering ESL instruction with native language support. Each spring, eligible students take the NYSESLAT and the following fall these results are carefully analyzed and used to determine each student's strengths and weaknesses. This helps guide ESL instruction.
3. All instruction emphasizes a balanced approach to develop English language proficiency through participatory teaching, conversation, roll play, shared reading, content-area instruction, academic vocabulary development, art, drama and movement lessons, phonemic

A. Programming and Scheduling Information

awareness activities, interactive read-alouds using Developmental Studies Making Meaning program, reader's theater, Sheltered Instruction (for content areas) and Total Physical Response techniques. Sheltered Instruction provides the necessary schema and vocabulary development to deliver content area material such as science and social studies lessons. Students participate in shared reading, interactive vocabulary exercises and role play to extend and expand content area knowledge. We recognize building schema and activating prior knowledge is even more important to English language learners throughout the school day. Multicultural texts help students draw upon their prior experience and background knowledge in their own culture. Photographs, illustrations and realia enrich instruction and vocabulary development while role-play and dramatic activities address the students' sociolinguistic needs.

4. To ensure our students are appropriately evaluated in their native language we use multiple approaches. The Spanish LAB provides an assessment for our Spanish speaking students. For other children, we make use of our multilingual staff, for instance our Arabic speaking teacher; Ms. Elzoghby is able to help assess students with that home language through use of informal observations and conversations with the student.

5. Differentiation of instruction for our ELLs is a priority.

ELLs identified as SIFE are offered additional support in their native language through the use of our multilingual paraprofessional staff. Our instructional plan also includes providing support for these students and our newcomers in the US less than three years in a number of ways. In their classrooms, they are paired with students who speak their native language, are able to use computer programs that provide English Language support, and if available, classroom teachers who speak their native language. To support daily instruction, the ESL teacher provides professional development to classroom teacher and clusters on ESL methodologies to help develop academic language for these students. For students receiving service over 3 years and up to 6 years of service, differentiation of instruction is provided through additional classes in vocabulary development and test-taking strategies offered through the literacy coach and ESL teacher. Professional development is also provided to the teachers of these students. Currently, there are no long-term ELLs enrolled at P.S. 15.

6 At P.S. 15 over half of our ELLs are students with special needs. The ESL teacher carefully examines each student's IEP to focus the language instruction and create units of study tailored to the ESL learning standards, Common Core Standards, and the students' individual goals. She works closely with the special education teachers to assess progress and adjust lessons throughout the school year. All teachers, including the ESL teacher have been receiving professional development through our partnership with AUSSIE focusing on reciprocal teaching strategies, and strategies to develop and enrich our student's oral language and critical thinking skills. The teachers share the results of the Fountas and Pinnell Benchmark assessments in addition to their own classroom assessments with the ESL teacher to help direct her guided reading plans and literacy instruction. Also, through the use of specific nonfiction big books (addressing the content areas of science and social studies) designed to meet the needs of ESL students that contain grade-level content with modified text, writing lessons enriched with graphic organizers, leveled libraries with a variety of genres and careful teacher modeling we are able to properly support our ELLs with special needs as they navigate their curriculum while developing their English language skills. In addition, the ESL teacher meets with the service providers (speech, physical and occupational therapists) of these students to best understand their needs. Our special education liaison, Ms. Pat Visbal is responsible for making sure each ESL SWD receives all services mandated on his/her IEP. She also coordinates with the ESL teacher to ensure students with ESL on their IEP receive their mandated ESL services. All students requiring bilingual instruction are serviced by an alternate placement paraprofessional.

7 In order to best meet the needs of our ELLs with special needs in the least restrictive environment, we make use of flexible scheduling, mainstreaming, push-in classes, heterogeneous grouping with general education students, and the support of paraprofessionals whenever possible.

Courses Taught in Languages Other than English ⓘ

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

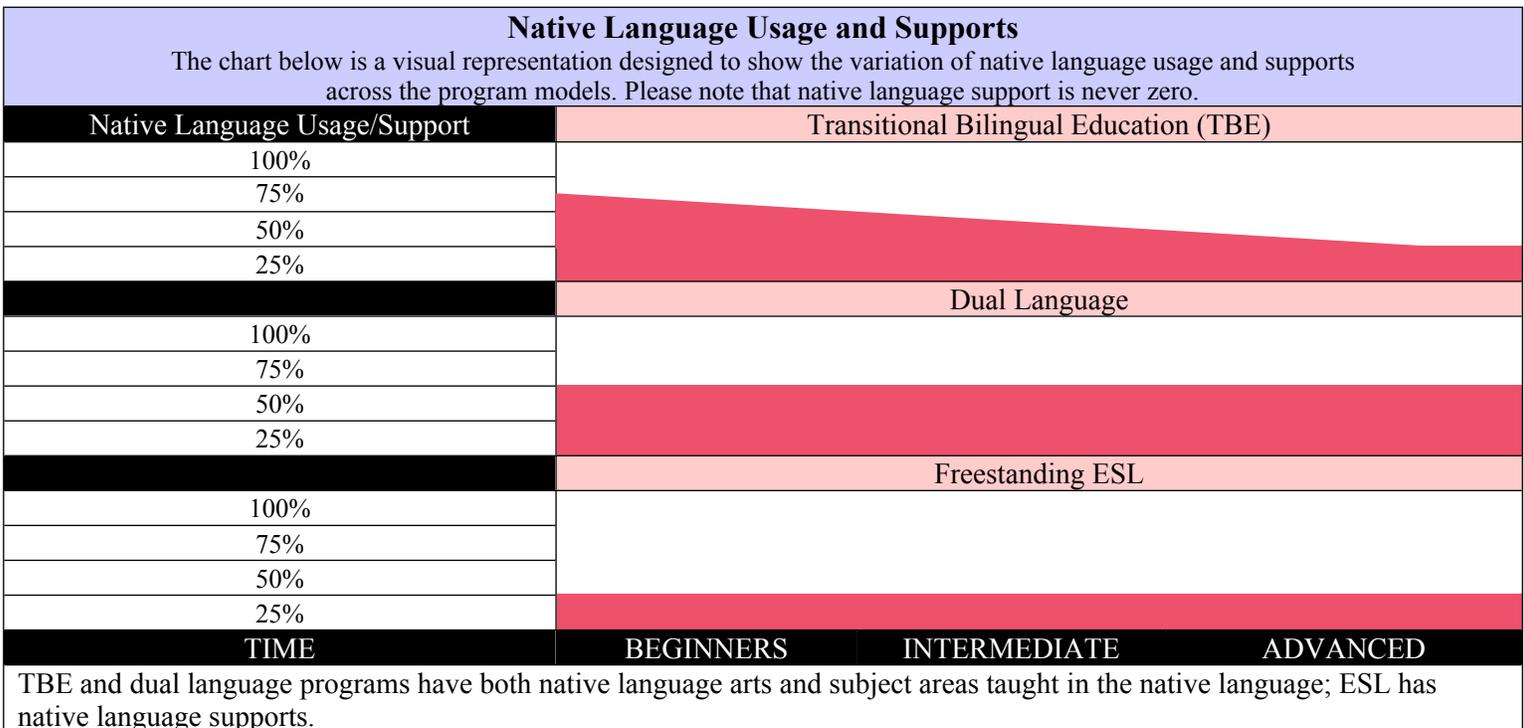
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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



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 Targeted interventions for ELLs in math and ELA are offered in a variety of ways. Based on the data analysis of NYSESLAT, NYS ELA and Math scores, the Fountas and Pinnell Benchmark Assessments and Predictive Assessments, students are offered direct instruction in small groups to address their academic needs. We offer intervention services each morning Tuesday through Thursday through our extended day program. Children work in small groups with their teacher, or service providers on specific skills addressing vocabulary, comprehension, phonemic awareness, listening, speaking, writing, math, and science. Our Literacy Coach, Marie Sirotniak provides explicit lessons to develop critical thinking skills using The Comprehension Toolkit by Stephanie Harvey and Anne Goudvis and the Soar to Success program to develop and deliver the reciprocal teaching approach. This year, she will expand the reciprocal teaching strategies approach to mathematic instruction. She also provides professional support in these areas to the ESL teacher who uses these same strategies in her delivery of instruction. The above intervention services are offered in English, however we make use of our bilingual paraprofessionals when possible and always when indicated on a student's IEP.

9 Students that have gained proficiency as indicated by the NYSESLAT are still supported throughout the school year. Not only are they provided with the mandated test-taking accommodations, but they are included in any ESL pull-out services and additional intervention services provided by the literacy coach when appropriate and necessary. Their classroom teachers are made aware of their new proficient status and communication with the ELL teacher occurs throughout the school year to make sure these students are provided with the necessary support.

10 For this upcoming school year, we are implementing Fountas and Pinnell Benchmark assessments across all grades to provide a cohesive approach to monitor our students' reading progress. This assessment was chosen because data from the state ELA results indicated a need for a more critical thinking skills and after careful analysis, our academic cabinet found that it better aligned with our curriculum, instruction and common core standards. In addition, we are also participating in a school-wide partnership with the Metropolitan Opera Guild in a program called COBALT that provides a multi-disciplinary approach and through the process of creating their own operatic works, students develop writing and communication skills, engage in collaborative problem-solving, and deepen their understanding of how different art forms work together to powerfully express ideas.

11 No programs will be discontinued this year.

12 All ESL students are offered equal access to all school programs that occur throughout the school day. Letters are sent home (in native language) with the students describing the extended day services that focus on intervention and small-group instruction and enrichment activities like Chess Club, Garden Club and Art Club. Fine and performing arts programs provided by Young Audiences New York, Studio in a School, The Metropolitan Opera Guild, and Carnegie Hall are provided to all students in the building, including ELLs. Service organizations like our Student Council, boys and girls groups and direct intervention provided by our literacy coach and SETSS teacher, Pat Visbal offer additional opportunities to our ELL students. After school programs are funded through Title III and private foundations. The purpose of our after school activities is twofold. One purpose is to provide direct service to children, by offering additional instructional time the other is to promote family activities/parent involvement through the arts with Young Audiences New York.

13 We have a variety of instructional materials to support our ELLs. We have a number of computer programs available to all students that support language learning and content area instruction along with net books and laptops in each class. Smartboards are available for teachers to use as well. We will renew our subscriptions to Scholastic's Bookflix and RAZ Kids which provide interactive support with reading online. Students can also access these programs on personal computers at home. Each classroom has a classroom library with leveled texts in a variety of genres, and our ESL teacher also has a leveled classroom library as well which includes books in other languages and with multicultural themes and on content-area themes that are used in lessons and are available for students to borrow. Our ESL teacher has a collection of realia; photographs, props, figures and other tools that allow for storytelling and support content area

instruction. Another school-wide curriculum support is Making Meaning, a program that supports listening, thinking and speaking about literature. Based on high quality literature in a variety of genres, it focuses on building a classroom community through connecting, reflecting, visualizing, making connections, questioning, inferencing, summarizing and synthesizing and includes modifications and suggestions for ELL students. In addition, the Comprehension Toolkit by Stephanie Harvey and Anne Goudvis provides support for classroom teachers to plan and implement language lessons for active literacy in the content areas. This program aims to deepen student’s comprehension through questioning and modeling the thinking and learning process to extend and support comprehension, specifically in the content areas. It provides guidance and explicit techniques to differentiate instruction for ELLs and students with special needs. Finally, to address letter recognition, phonemic awareness, sound/symbol correspondence, sight word recognition and writing, spelling patterns and handwriting P.S. 15 uses Wilson Foundations in grades K-3. This program employs the use of visuals, repeated cues and supports, and ongoing assessment to better support our ELL students.

14 Native language support is available whenever possible through the use of bilingual teachers, staff and paraprofessionals. In addition, newcomers are paired with “language buddies” in their classroom for support throughout the school day as well.

15 Our services and resources directly correspond to our Ells’ ages and grade levels. At times, the materials must be modified or enriched to meet the needs of the students.

16 Before school begins, our parent coordinator is available to assist the parents of newly enrolled ELL students. She is Spanish speaking, as are most of our ELLs and has the capability to request translation services for students who speak other languages. In the summer, our school offers stewardship days in our playground and garden areas where we work together to tidy up and plant. These students are invited and included in these activities. Tours of the building are set up by our parent coordinator to familiarize newly enrolled students with our school.

17 At this time, no language elective are offered to our ELLs, however through a proposed grant with Kornfeld foundation we aim to offer an afterschool Spanish language program to students in the lower grades.

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

<ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 1. The school’s professional development program for our ESL teacher includes, but is not limited to, professional development sessions offered by our CFN and the Department of Education (dates TBD). In addition, our AUSSIE staff developer provides specific support tailored to the needs and requests of the ESL teacher. Every Monday, professional development is provided through professional learning communities. All personal who work with ELLs including teachers, paraprofessionals, special education teachers, and related service providers are provided professional development throughout the school year during weekly working lunches. These include workshops in content area instruction and best practices for ELLs. 2. Additional professional development is provided by the ESL teacher to staff as children transition from one school level to another. Specifically, the ESL teacher is happy to work closely with our guidance counselor to support the middle school transition for our ELLs. Grade-specific benchmarks are reviewed and additional strategies are introduced to the fifth grade teachers to ensure an easy transition for the student. 3. The licensed ESL teacher provides workshops throughout the year ensuring the staff receives at least the required 7.5 hours of ESL professional development. To clarify, the school staff receiving professional development includes but is not limited to: teachers, paraprofessionals, and related service providers. These sessions focus on techniques educators can use in the classroom setting, or during the administration of related services such as speech, physical and occupational therapy. Some topics to be explored this year are: Sheltered Instruction, using visuals and technology, best practices for supporting ELLs in the content area, lesson planning using the new common core standards, and understanding the NYSESLAT. Sign-in sheets are kept by the ESL teacher.

E. Parental Involvement

<ol style="list-style-type: none"> 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?

<p>Parental Involvement</p> <ol style="list-style-type: none"> 1 All parents, including parents of ELLs are encouraged to attend the many activities and programs provided throughout the school year. The parent coordinator or other bilingual staff provides translation when needed. Our parents are actively involved in our school through the PTA meetings and special events like our annual holiday tree lighting, assemblies, classroom presentations, art celebrations and dance and band performances. Some parents volunteer during the school day others volunteer after school and on weekends during our schoolyard stewardship days. Others still volunteer or take part in special events like our holiday fair, June Carnival and fall flea market in addition to an assortment of programs. 2 Our school partners with a number of arts and community-based organizations that provide programs to the parents of our ELL students. These organizations include: nutrition and cooking workshops with Cookshop and Cornell, art with Studio in a School, stewardship days after school and on weekends with Friends of P.S. 15, participation in our dance program with Family Link of Young Audiences New York and a grant from the Brooklyn Community Foundation supports an aftercare program. In addition, there is a strong link between the school and a community-based organization housed in our building, Good Shepherd Services. Good Shepherd provides both educational and family support throughout the school year, during the summer and on weekends. Red Hook Initiative, a community-based organization offers outreach to our ELL parents as well offering medical, legal and family support. Lutheran Medical Services offers both medical and mental health clinics for all families in the community. 3 Through the DOE parent survey as well as our own school-wide parent survey (available in the parent’s home language) we are able to evaluate the needs of our parents. For example, two years ago parents voiced a need for aftercare in the early grades. P.S. 15 responded to this request when we sought a grant to help fund a two-day a week aftercare program for grades prekindergarten and kindergarten. We have since expanded this program to three days a week for the 2011-2012 school year. Throughout the school year, there are many parental involvement activities and workshops offered during and after the school day. Workshop topics for these are chosen through the above-mentioned parent surveys. In the past, these topics have included: health, academics, NYSESLAT, and emotional well-being. As always, translation is provided.
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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)		3	3	8		1								15
Intermediate(I)			1	2	4									7
Advanced (A)	2				3									5
Total	2	3	4	10	7	1	0	0	0	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	3			7
5	1	1	1		3
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									0
4			4		3		1		8
5			2		1				3

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

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

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.

B. Reviewing and Analyzing Assessment Data

1. Our school uses the Fountas and Pinnell Benchmark System to assess the early literacy of our ELLs. This data indicates a need for instruction supporting phonemic awareness, sight word recognition, sight word writing, sound-symbol correspondence, and reading strategies to deepen comprehension, reading accuracy and fluency. For our ELLs these results are to be expected based on their age, grade level, learning disabilities and language proficiency levels.

This data helps to shape the focus of the ESL lessons and units of study and justifies our selection of curriculum materials such as Foundations, Making Meaning, Comprehension Toolkit and the use of a balanced literacy model.

2. Data patterns reveal the following:

Our first graders last year scored one language proficiency level higher than the year before in the area of listening and speaking. Two improved one level higher in the area of reading and writing, with one child remaining at the same level, who still earned a higher cut score, which shows some improvement, as the NYSESLAT is the same assessment for kindergarten and first grades. All second graders scored one language proficiency level higher in both categories except one child with special needs who scored one level below in the reading/writing category. What this data does not show is that this regression, although unfortunate, is also an indication of the child's learning disabilities described in his IEP and may also reflect the changes in the NYSESLAT from first to second grade. All but one third grader improved one language proficiency level in all categories. The third grader (also with special needs) remained in the proficient category for listening and speaking, however, in the area of reading and writing she scored one level below the previous year. Of the three fourth graders tested, two students progressed out of the ESL programs with proficient scores in all areas, where one child remained at the beginner level, which is in line with his IEP and previous educational experience. Finally, of the eight fifth graders tested, five progressed out of the ESL program with scores of proficient in all areas, and three remain with a proficient score in listening and speaking and advanced scores in reading and writing, which is in line with their educational needs that are outlined in their IEPs.

The performance trends indicate that our special and general education ESL students as a whole make progress each year. In addition, these results reveal that our students reach proficiency in listening and speaking before they reach proficiency in reading and writing. It is important to note that 24 of our 31 ESL students last year were students with IEPs: 12 in self-contained classes, 11 in ICT classes and 1 receiving SETSS. These students with disabilities do require and receive more intense support in reading and writing by their classroom teacher, the SETSS provider (when appropriate) and the ESL teacher.

3. These results also direct our decisions with ESL curriculum planning and programming. We made the switch to Fountas and Pinnell Benchmark Assessments this school year to better target our students' literacy needs school-wide and provide instruction based on each student's results. We have requested support for this assessment and for reading and writing instruction from our AUSSIE staff developer to strengthen our instruction in literacy and improve student achievement. Last June, teachers engaged in curriculum mapping in

grade-level groups using the common core standards to deepen our instruction in the content areas.

4. Currently, P.S. 15 does not participate in the optional ELL Periodic assessments. The school leadership and teachers find the use of benchmark reading assessments, running records, the Predictive Periodic Assessment, the state tests combined with teacher-made formative and summative assessments provide an appropriate amount of information to inform instruction.

5. N/A

6. The success of our program for ELLs is assessed through careful analysis of a variety of data including: low-inference observations, individual student work portfolios, the number of children testing out of ESL as indicated by a proficient score on the NYSESLAT, the number of children who progress to the next level of language proficiency as indicated by the NYSESLAT, the students' progress in reading as indicated by the Fountas and Pinnell Benchmark Assessments, The students' progress in math and the content areas as indicated by state assessments and teacher-made assessments, a decrease in the number of children for which we must request to extend ESL services as indicated in the fall BESIS report, increases in parent involvement, and student and parent feedback.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Patrick F. Daly School		School DBN: 15K015	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peggy Wyns Madison	Principal		/1/01
N/A	Assistant Principal		1/1/01
Juanita Laboy	Parent Coordinator		1/1/01
Alev Dervish	ESL Teacher		1/1/01
Lydia Bellahcene	Parent		1/1/01
Ieman Elzoghby/ Fifth Grade	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Marie Sirotniak	Coach		1/1/01
	Coach		1/1/01
Susan MacDonald	Guidance Counselor		1/1/01

School Name: Patrick F. Daly School

School DBN: 15K015

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neal Opromalla	Network Leader		1/1/01
Pat Visbal	Other <u>SETSS</u>		1/1/01
Denise Leonard	Other <u>Intervention Coordin</u>		1/1/01
	Other		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: 15K015 **School Name:** Patrick F. Daly

Cluster: 4 **Network:** 409

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

Part A: Needs Assessment Findings

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

The Home Language Survey and the Parents' Preferred Language Form provide the data that is used to identify the oral and written translation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of the parents of ELL students are Spanish speaking and therefore a Spanish interpreter/translator is needed in the building on a daily basis to assist these parents in enrollment, parent workshops, PTA meetings and all of the many parent programs in the building. We also need the service of written translation to transcribe our monthly calendar, letters home to families, and notices from individual teachers and other service providers. These findings are reported to the School Leadership Team and the classroom teachers serving these families.

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.

All important documents from the DOE come in translated versions. These documents include report cards and parent notifications. P.S. 15 provides written translation services throughout the school year through in-house translation. Our parent coordinator and other bilingual staff members provide written to meet the needs of our ELL families. Spanish/Chinese/Arabic translation of report card comments, field trip notices/permission slips, and other home notices including letters to individual parents.

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.

P.S. 15 staff, including the parent coordinator, bilingual teachers, bilingual paraprofessionals and school aides provide oral interpretation services to all parents in need of this service. At our monthly PTA meetings, the parent coordinator, bilingual staff and parent volunteers interpret the meetings for those parents who attend. The parent coordinator and other bilingual staff are available to interpret for parents during parent/teacher conferences and other meetings. During IEP conferences, a bilingual member of the IEP team can also translate. A bilingual school aid calls parents about absences and is available to assist parents during the school day.

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>.

P.S. 15 follows Section VII of the Chancellor's Regulations. The home language of a family is determined through the Home Language Survey and the Preferred Language Form and is documented in ATS. Parents are notified of their rights regarding translation and interpretation services. The ESL teacher and the parent coordinator will apprise the parents of their right to translation and how to access these services. DOE translation and interpretation services will be used when necessary.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Patrick F. Daly School	DBN: 15K015
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 24 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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: Based on the results of summative and formative assessments, including NYSESLAT, benchmark assessments, and the NYS ELA exam, we chose a supplemental program that would offer academic support through the arts for our ELL population, including our ELL special needs students. In addition to the mandated ESL services, our goal is to provide these students with meaningful learning experiences infused through dance and literacy instruction that will also support instruction in listening and speaking. This supplemental push-in program is skills-based, integrates with the academic curriculum, and addresses the Common Core Learning Standards and Blueprints for Teaching and Learning in the Arts.

Subgroups, grade level of students, schedule and duration, language of instruction, # and types of teachers, types of materials.

All ELL children including SWD in grades K-5 will participate. The program will operate on 12 week cycles throughout the school year in a push-in style. Instruction is provided in English, with support from bilingual staff and the bilingual dance instructor. A total of 24 certified teachers including special education teachers and one bilingual professional dance instructor will participate in this program. Materials needed to support this program include; music, poetry, costumes, fiction and nonfiction texts, pencils, paper, a sound system, and microphones.

The Supplemental Program:

In this program, Young Audience New York's teaching artists collaborate with educators to gear dance residencies to meet the specific needs of participating students. Classroom teachers provide instruction in content area literacy as they guide students to research the countries of origin of each type of dance, and then support students as they create narrative texts, poetry and oral presentations based on their knowledge of dance, the countries of origin and the dance experience itself.

Part C: Professional Development

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

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

Begin description here: The Title III professional development provided by teaching artists, Mr. Enrico and Mr. Yloy will allow our teaching staff to discover new ways to incorporate the arts into their

Part C: Professional Development

practice. In-depth professional development introduces teachers to engaging and creative activities using skills that sustain learning and are easily incorporated into the classroom.

In order to effectively deliver the program, the ESL teacher along with teachers in grades K-5 will participate in professional development throughout the 12 week cycle. In addition to weekly meetings with the teaching artist, teachers have three professional development sessions and a final half-day workshop. The teaching artist is also available before school for any additional guidance. The special needs of the ELL child in learning new concepts are considered when implementing this program and the instructor provides support to the teacher in specific strategies to address these needs. Additional topics include: developing a better understand how students address and solve problems while expressing creativity, and learning strategies to meet the specific needs of the special education student population by identifying activities to increase student motor skills, maintaining concentration and a vast array of special education needs. In addition, our certified ESL teacher will provide professional development sessions for classroom teachers to support the academic component of this program. Teachers will learn specific strategies for their ELL students in the instruction of content area vocabulary, research, note-taking, nonfiction writing, and public speaking.

Research has proven that the arts does provide language experiences for ELLs and in developinh their literacy.

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: One of our school-wide (CEP) goals this year is to increase parental involvement, and together with Young Audiences New York, we will increase family involvement using the arts and arts activities as a catalyst. Through hands-on arts experiences after school and on weekends, school performances and field trips, these family programs strengthen familial relationships and help build strongly integrated school communities. Bringing together parents of all backgrounds to enjoy the students' accomplishments is part of this plan. The Title III will bring this specific family program to our parents of ELLs. The Title III ELL parent program will include two performances in the form of a recital, concert or presentation, two family workshops that engage student and parent in collaborative creative experiences and one off-site trip to a New York City cultural institution. This year, the emphasis is on attracting more male caregivers and parents of ELL students to participate in family workshops. Parents will be notified through written (translated) invitations, the monthly school calendar, and our weekly events wall display. In addition, our parent coordinator or other bilingual staff members will make special direct outreach via telephone to parents who are typically hard to reach.

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

Allocation Amount: \$0

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