Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: PUBLIC SCHOOL 215 MORRIS H. WEISS SCHOOL

DBN 21K215

PRINCIPAL: ANTONELLA BOVE EMAIL: ABOVE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

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
Antonella Bove	*Principal or Designee	
Michele Grecco	*UFT Chapter Leader or Designee	
Joann Gati	*PA/PTA President or Designated Co-President	
Nancy Bocchino	DC37 Representative	
Kathy Braider	Member/UFT/chair person	
Pamela Allison	Member/UFT/Secretary	
Lauren McCormack	Member/UFT	
Esther Halberstam	Member/UFT	
Melissa Pupko	Member/UFT	
Marianne Russo	Member/Parent	
Debra Albino	Member/Parent	
Elizabeth Izzo	Member/Parent	
Angie Wassiff	Member/Parent	
Elaine Caputi	Member/Parent	
Christine Gallio	Member/Parent	
Jerold Rosenberg	Member/Parent	

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

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

By June 2013, the percentage of students in grades 3-5 performing at proficiency or above in ELA (Levels 3 and 4) will increase by 3% as measured by the 2013 NYS ELA assessment inclusive of English Language Learners.

Comprehensive needs assessment

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

The school decided on this goal:

- As a response to the 2012-2013 Citywide Instructional Expectations;
- In an effort to increase student progress in ELA as referred to in the 2011-2012 NYSTP ELA Performance (NYSTART) 65% of students in general education are performing at proficiency or above in ELA (Levels 3 and 4); 0% of ELLS are performing at proficiency or above in ELA (Levels 3 and 4).
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the building of high order thinking skills as recommended in our last Quality Review.
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in English language Arts as recommended in our last Quality Review.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be continue to be given on the following topics; Journey's planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We have an AUSSIE that comes in to plan with and coach teachers across grades K-5 for a total of 20 days. We have two Instructional Lead teachers and two Writing Leads through the Network.
- Target Populations: All Teachers
- Responsible Staff Members: Assistant Principals for ELLs, Staff Developers (internal and external), Data Specialist, Lead Teachers, and Classroom Teachers

- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Additional Support Services: Afterschool programs, at risk SETSS, and AIS have been and will continue to be offered to students falling in the above mentioned sub-groups. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs include a Title III ESL program, an afterschool ELA program and Core Inquiry Team.
- Target Populations: Students in grades 3-5 inclusive of ELLs,
- Responsible Staff Members: Teachers, AIS Teachers, SETSS, Supervising APs, Data Specialist, Inquiry Team Members, and Inquiry Team Leaders, ESL teachers.
- Implementation Timeline: AIS and at risk SETSS Services September 2012 through June 2013, After school Programs December 2012 through May 2013.

Activity # 3

- ELA Tasks: Inquiry/Teacher Teams meet every Thursday to create and plan for the implementation of 2 ELA tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: Students in Pre-K through 5.
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external) Data Specialist, Instructional Leads, AUSSIE
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We encourage and recognize the value of parent involvement in their children's education.

- Maintain a Parent Coordinator to serve as a liaison between the school and families;
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Conduct parent workshops with topics that may include: understanding educational accountability grade-level Common Core Standards and assessment expectations;
- Access community and support services; and technology training to build parents' capacity to help their children at home;
- PTA meetings, message alerts and school website are used to inform parents about upcoming events, workshops and meetings;
- School Leadership Committee has recommended Common Core workshops as an educational resource for parents.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - Tax Levy Fair Student Funding for teachers, administrators and other staff members;
  - Affiliation with CFN 409 provides support from network specialist team members;
  - NYSTL funding and Core Curriculum funding used to purchase books and support material;
  - Per Diem allocation to hire substitutes for staff development related coverage and inter-visitations;
  - Per session allocation used for after school and summer professional development.
  - Title III funds are used for ESL programs and services.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, the percentage of students with disabilities (SWD), grades 3-5, performing at proficiency or above in ELA (Levels 3 and 4) will increase by 3% as measured by the 2013 NYS ELA assessment.

Comprehensive needs assessment

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

The school decided on this goal:

- As a response to the 2012-2013 Citywide Instructional Expectations;
- In an effort to increase student progress in ELA as referred to in the 2011-2012 NYSTP ELA Performance (NYSTART) 30% of students with disabilities were at Levels 3 and 4.
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the building of high order thinking skills as recommended in our last Quality Review
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in English language Arts as recommended in our last Quality Review.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be continue to be given on the following topics; Journey's planning and implementation, UDL, strategies for supporting Students with Disabilities, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We have an AUSSIE that comes in to plan with and coach teachers across grades K-5 for a total of 20 days. We have two Instructional Lead teachers and Writing Leads that continuously turnkey pertinent information.
- Target Populations: All Teachers
- Responsible Staff Members: Assistant Principal for SWDs, Staff Developers (internal and external), Data Specialist, Lead Teachers, and Classroom Teachers, Special Education School Improvement Specialist.
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Additional Support Services: Afterschool programs, At Risk SETSS, and AIS will continue to be offered to students with disabilities. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. Students with disabilities who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs include an Afterschool AIS programs.
- Target Populations: Students with disabilities in grades K-5
- Responsible Staff Members: Teachers, AIS Teachers, SETSS, Supervising AP, Data Specialist, Pupil Personnel Team.
- Implementation Timeline: AIS and At Risk SETSS Services September 2012 through June 2013, After school Programs October 2012 through May 2013

Activity # 3

- Increase of instructional time: Current strategies for improving instruction and student performance in balanced literacy includes an increase of instructional time to a minimum of 100 minutes per day (10 periods per week) in addition to 225 minutes of writer's workshop (5 additional periods per week in addition to the balanced literacy block)
- Target Populations: All students with disabilities (SWD) in grades K-5
- Responsible Staff Members:, All Special education classroom teachers in grades K-5, service providers, Special Education School Improvement Specialist (SESIS)
- Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We encourage and recognize the value of parent involvement in their children's education.

- Maintain a Parent Coordinator to serve as a liaison between the school and families;
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Conduct parent workshops with topics that may include: understanding educational accountability grade-level Common Core Standards and assessment expectations;
- Access community and support services; and technology training to build parents' capacity to help their children at home;
- PTA meetings, message alerts and school website are used to inform parents about upcoming events, workshops and meetings;
- School Leadership Committee has recommended Common Core workshops as an educational resource for parents.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - Tax Levy Fair Student Funding for teachers, administrators and other staff members;
  - Affiliation with CFN 409 provides support from network specialist team members;
  - NYSTL funding and Core Curriculum funding used to purchase books and support material;
  - Per Diem allocation to hire substitutes for staff development related coverage and inter-visitations;
  - Per session allocation used for after school and summer professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the percentage of students in grades 3-5 performing at proficiency or above in Math (Levels 3 and 4) will increase by 3% as measured by the 2013 NYS Math assessment inclusive of Students with Disabilities and English Language Learners..

Comprehensive needs assessment

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

The school decided on this goal:

- As a response to the 2012-2013 Citywide Instructional Expectations;
- In an effort to increase student progress in Math as referred to in the 2011-2012 NYSTP ELA Performance (NYSTART) 80% of all students are performing at proficiency or above in Math (Levels 3 and 4) 85% of students in general education are performing at proficiency or above in Math (Levels 3 and 4);50% of ELLS are performing at proficiency or above in Math (Levels 3 and 4); 61% of SWDs are performing at proficiency or above in Math (Levels 3 and 4).
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the constructing a viable argument as recommended in our last Quality Review
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in math as recommended in our last Quality Review

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be continue to be given on the following topics; Go Math planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Exemplars, curriculum mapping and development of Math tasks to meet the citywide expectations in Pre-K through 5. We have on staff math staff developer that plan with the teachers across grades K-5 We also have an upper

and lower grade teacher attending Instructional Leads meetings and Math workshops through the Network.

- Target Populations: All Teachers and selected teachers
- Responsible Staff Members: Assistant Principal for ELLs and SWDs, Staff Developers (internal and external), Data Specialist, Lead Teachers, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Additional Support Services: Afterschool programs, At Risk SETSS, and AIS have been and will continue to be offered to students falling in the above mentioned sub-groups. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs include a Title III ESL program, an afterschool Math program and Core Inquiry Team.
- Target Populations: Students in grades 3-5 inclusive of ELLs and SWDs
- Responsible Staff Members: Teachers, AIS Teachers, SETSS, Supervising AP, Data Specialist, Inquiry Team Members, and Inquiry Team Leaders, Pupil Personnel Team.
- Implementation Timeline: AIS and At Risk SETSS Services September 2012 through June 2013, After school Programs December 2012 through May 2013

Activity # 3

- Math Tasks : Inquiry Teams meet every Thursday to create and plan for the implementation of 2 Math tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: All Teachers in Pre-K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- We encourage and recognize the value of parent involvement in their children's education.
  - Maintain a Parent Coordinator to serve as a liaison between the school and families;
  - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - Conduct parent workshops with topics that may include: understanding educational accountability grade-level Common Core Standards and assessment expectations;

- Access community and support services; and technology training to build parents' capacity to help their children at home;
- PTA meetings, message alerts and school website are used to inform parents about upcoming events, workshops and meetings;
- School Leadership Committee has recommended Common Core workshops as an educational resource for parents.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - Tax Levy Fair Student Funding for teachers, administrators and other staff members;
  - Affiliation with CFN 409 provides support from network specialist team members;
  - NYSTL funding and Core Curriculum funding used to purchase books and support material;
  - Per Diem allocation to hire substitutes for staff development related coverage and inter-visitations;
  - Per session allocation used for after school and summer professional development.
  - Title III funds are used for ESL programs and services.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, there will be a 3% increase in parent involvement as evidence by workshop attendance and parent participation in the 2013 Learning Environment Survey.

Comprehensive needs assessment

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

This goal was a result of the Learning Environment Survey; 75% of our school's parents participated in the survey. As per our parent coordinator workshop attendance is currently at 2%.

Instructional strategies/activities

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

Activity # 1

- Effective Practices: School leaders and faculty will engage students and families in reciprocal and ongoing discussion regarding student progress towards meeting school standards and expectations. Workshops led by school leaders, faculty and parent coordinator to help families use tools (including ARIS Parent Link, LES, etc.) to understand student performance and engage in sufficient and timely communications with families to enable them to collaborate with the school to support student learning.
- Target Populations: All Parents in grades Pre-K to 5
- Responsible Staff Members: Parent coordinator, PTA, Administrators, School Leadership Team and teachers.
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Parents as Partners: Our ELL parents partner with their children to engage in Arts and Crafts activities in order to promote English Proficiency. The school provides a climate of warmth and caring that nurtures a sense of comfort and ease for students and parents as well who are coping with the demands of a new language.
- Target Populations: All Parents in grades Pre-K to 5
- Responsible Staff Members: Parent coordinator, PTA, Administrators, School Leadership Team and teachers.
- Implementation Timeline: September 2012 through June 2013

Activity # 3

- Parents as Teachers: Teachers collaborate with parents in developing the skills and knowledge needed to assist their children at home; Parents are encouraged to be learning leaders; Workshops are provided that assist with the demands of the Common Core Learning standards; Homework Clinic for parents of children in grades 3-5 is held twice a week in order to educate the parents on current strategies needed to assist their children.
- Target Populations: All Parents in grades Pre-K to 5
- Responsible Staff Members: Parent coordinator, PTA, Administrators, School Leadership Team and teachers.
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Developing and distributing a school newsletter publication designed to keep parents informed about school activities and student progress;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families in order to maximize parental involvement and participation in their children's education, arranging school meetings at a various times,
- School messenger service,
- School website.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - Tax Levy funds are used to purchase materials for workshops; Per session allocation is used for after school and Saturday workshops.
  - Title III funds are used for ESL programs and services.
  - Immigrant funds are used for parent workshops.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	1. Academic Intervention Service 2. Response to Intervention 3. 5th grade Test Prep Academy 4. 4th grade Test Prep Academy 5. Grades 2 and 3 Remediation and Enrichment Program 6. Acuity for grades 3-5 7. Learning Leaders 8. Fundations for grades K-2	1. Small Groups 2. Small Groups; one to one 3. Small groups 4. Small Groups 5. Small Groups 6. Individualized computer work 7. one to one tutoring 8. Small Groups	1. 37 ½ minutes (extended day) 2. During the school day 3. Saturdays 4. Afterschool Mon-Wed 5. Saturdays 6.During the school day 7. During the school day 8. During the school day
Mathematics	1. Academic Intervention Service 2. 4th grade Math Test Prep Academy 3. Acuity grade 3-5 4. Exemplar Math	1. Small groups, one to one 2. Small groups 3.Individulized computer work 4. Small groups	1.During the school day 2. Monday – Friday 3. During the school day 4. During the school day
Science	1. Leveled Science 2. Hands on Science	1. Small groups 2. Small groups	1. During the school day 2. During the school day

	3. Science Comes Alive	3. Small groups	3. Monday - Friday
Social Studies	1. Exploring the World	1. Small groups	1 During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Pull out Services provided for at-risk students as needed during the school day. • Games • Role play • Conflict resolution • Character Development	1. Small groups; one to one	1. 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.

- In house professional development at faculty conferences
- Professional development opportunities provided by CFN 409 and provided by RSE-TASC Special Education School Improvement Specialist
- Teacher team meetings
- Grade level meetings with an administrator
- Grade level teacher team meetings
- In house professional development at faculty conferences
- Professional development opportunities with HMH and CFN instructional specialist
- Grade level meetings with an administrator
- Grade level meetings with Aussie
- Vertical and horizontal Inquiry teams
- Lunch and Learns
- Low inferences observations
- In school inter-visitations
- Out of school inter-visitations
- New Hires are given mentors who offer instructional support

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. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Chris Groll/Neal Opromalla	District 21	Borough Brooklyn	School Number 215
School Name Morris H. Weiss			

B. Language Allocation Policy Team Composition ⓘ

Principal Antonella Bove	Assistant Principal Cara DeAngelo
Coach type here	Coach type here
ESL Teacher Janine Gossett	Guidance Counselor Jessica Nunno
Teacher/Subject Area Beth Kopelowitz/ESL - Kinderga	Parent Joanne Gatti
Teacher/Subject Area type here	Parent Coordinator Rosie Sallustio
Related Service Provider Estela Hernandez	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	2	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	1		

D. School Demographics

Total number of students in school	770	Total Number of ELLs	64	ELLs as share of total student population (%)	8.31%

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.

During the registration process parents are greeted by the Pupil Accounting Secretary, and the Parent Coordinator. We have personnel available to communicate with parents in Spanish and Russian. When a parent is not from a Spanish or Russian speaking country, we make every effort to provide an interpreter. Parents are provided with all documentation pertaining to registration, including a Home Language Survey (HLS). The ESL teacher meets with the parents to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility. parents are provided with the HLIS in their native language and are informed of their right to an interpreter. The ESL teacher (J. Gossett ot B Kopelowitz) assists in this process and then fills out the identification box on the reverse side of the HLS. The pupil personnel secretary then indicates the home language on ATS. The Language Assessment Battery Revised (LAB-R) is administered to all newly admit whose home language indicates that they speak a language other than English.

The ESL coordinator conducts all informal interviews in English and translators assist the coordinator in conducting informal interviews in languages other than English. If the student does not speak any language other than English, the student is not LEP. If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment LAB-R, within ten days of enrollment, to establish English proficiency level.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services. Students who speak Spanish at home and score below proficiency levels on the LAB-R are administered a Spanish LAB-R to determine language dominance. Once these students are identifies a placement letter is sent home to be signed and once received back the ELL teacher keeps them on file.

Records of students that are newly admitted but have previously attended a New York City public school are reviewed carefully and the parent is interviewed by the Grade Assistant Principal and/or ESL teacher. The student's test history, home language, parent choice form
are used to determine if the student has previously been identified as an ELL. We recognize the benefits of program continuity therefore,
we try to provide the student with the same program he or she had in his or her former school. During the interview, we discuss student's
ELL status and specific needs. Parents are also shown the ELL programs in our school. If we cannot provide the program parents have selected, we assist parent in finding a school that can offer the desired program within the district
.
Prior to the beginning of the new school year, instructional team members (Principal, AP's, Coaches, and teachers) review student articulation cards and NYSESLAT results to determine our current ELLs and former ELLs in order to place in appropriate classes/programs

and provide mandated and/or intervention services as needed. Students who have not met proficiency remain in the same program. A continuation of services letter is sent home to ELL parents. In September, all classroom teachers have Parent Orientation meetings. During
these meeting teachers explain ELL program and services that students will receive for the current school year. Parents are also given NYSESLAT test results at Parent Teacher Conference.

We varify which students are elligible using the information we have in the building as well as comparing this data to ATS reports. The NYSESLAT is administered annually to all LEP students in grades K-5. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

Once ELL's have been identified, an entitlement letter is sent home, in English as well as their native language, inviting them to a parent orientation meeting during the first month of school.The ELL teacher keeps these letters in her file in the main office. During these meetings parents view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.Parents that register through out the school year meet with the ELL Teacher who assists with the HLS form and explains the different programs. The parent is also offered the option to see the video and visit classrooms. This procedure is completed for all new admits within 10 days of admission date.

ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. In September, Continued Entitlement Letters are given to the existing students in the program and are to be returned signed by the parents. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year.

After reviewing the Parent Survey and Program Selection forms, we have noticed that the preference of the parents at P.S. 215 is the Free Standing English as a Second Language program. As a result, grades 1-5 participate in a pull-out or push-in ESL program and Kindergarten will be serviced through a self-contained ESL class; except for our ESL students in the gifted and talented kindergarten class which will be serviced through our pull-out/push-in model. In each grade the ELL program uses a new comprehensive core curriculum set forth by Mayor Bloomberg and Chancellor Klein. This curriculum aligns New York State Standards and English as a Second Language Standards. It is used to meet the instructional needs of all students and help students to reach and exceed state standards in English proficiency.

Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. Because we honor parent choice, parents who choose a transitional bilingual education program are informed of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education are referred to our parent coordinator for a list of schools and further assistance.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☐ **7**☐ **8**☐ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	24													24
Push-In	11	12	7	3	4	3								40
Total	35	12	7	3	4	3	0	0	0	0	0	0	0	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	**Newcomers (ELLs receiving service 0-3 years)**		**Special Education**	
SIFE		**ELLs receiving service 4-6 years**		**Long-Term (completed 6 years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL							1			1
Total	0	0	0	0	0	0	1	0	0	1
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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**
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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	9	3												**12**
Chinese	4	2			2									**8**
Russian	13	3	3	2	1									**22**
Bengali				1										**1**
Urdu														**0**
Arabic		1	1											**2**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other	9	3	3		1	3								**19**
TOTAL	**35**	**12**	**7**	**3**	**4**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**64**

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At P.S. 215 all students receive the same standards based curriculum. We currently use a reading workshop model with the main resource being Journeys; Other resources in curriculum are Go Math, New York City editions of Harcourt Science and the New York State Social Studies curriculum.

We firmly believe that we are responsible to show progress for each ELL in our school and continue upward trends for all our students. Therefore, we provide intensive instructional and remedial support for any ELL who requires services with our Academic Intervention Specialist. The first phase of our intervention process is provided by the classroom teacher for all ELLs. These interventions focus on listening, speaking, reading, and writing. Teachers use ongoing assessments and other data to differentiate instruction such as using leveled text for guided reading.

English as a second language program includes two models: Self contained and Freestanding. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week with a certified ESL teacher. Students at the advanced proficiency level receive 180 minutes of ESL instruction with an certified ESL teacher and180 minutes of English Language Arts instruction.

A self contained class is available for kindergarten students. Students in this class participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas. Students in Kindergarden who are not in the self contained class and all other grades are seviced through a push-in or pull-out model, students in grade 1 are seviced heterogenously using a pull out model, students in grade 2 are serviced heterogenousely through a push in model and grades 3-5 are seviced heterogenously through a pull out model. A schedule is created to ensure all students receive the mandated amount of time.

Some of our special education ELL students have alternative placement. These children receive the same amount of ESL services that is mandated according to their ability with their paraprofessional coming with them to the ESL class. With the help of their para, these children
are receiving the services that are stated in their IEP's.

Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent choice and instructional periods needed.

The schedules for the ESL teachers that are pushing-in to general education classrooms is completed by the supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the

school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance to the services the child requires.

With our content-area instruction we try to encourage our students to develop thinking skills in all subject areas while at the same time acquiring the English Language.

At the beginning of each school year we analyze our ELL population using LAB – R, NYSESLAT results, Home Language Survey, School
History and parent interviews. This process allows us to identify any SIFE students.None of our children are Students with Interrupted Formal Education. They all have been placed on grade level according to their academic achievements in their native countries. Long term ELL's are receiving extra help through Push-In AIS, Test Prep classes, and after-school programs .

We provide Native Language support for the students with the use of a buddy system whenever possible. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time.

The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. Through guided instruction, strategy lessons, interactive experiences, and individualize instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained class, instruction is differentiated and supported by ESL methods in accordance with City and State performance Standards.The ESL program at PS215 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELL's to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways:
• Making connections to texts
• Learning experiences
• Prior knowledge
• Use of language in discussions, group work, and in presentations
• Understand the multiple meanings of words
• Collect, analyze and organize information
• Perform multi-step tasks

Teachers of ELL students are provided with NYSESLAT total scores in the four modalities. The following instructional practices are consistent throughout the school in order to support all ELL students in the area of Listening, Speaking, Reading and Writing as follows:
• Reading – During Reader's Workshop students participate in a variety of reading activities that scaffold from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading and individual reading conferences. Comprehension strategies taught include monitoring for reading, questioning, determining importance, making inferences, drawing conclusions, creating mental images and synthesizing information.
• Speaking – Oral language development is a focus throughout the day, in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer to peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn and talk, storytelling, role playing and puppetry.
• Listening – Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using listening centers.
• Writing – Writing skills and strategies are targeted during the Writer's Workshop mini-lesson and during individual student conferencing. During mini-lessons students are exposed to mentor text providing models of writer's craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the standards.

Instructional Components
• Language Development activities that address the four language strands: reading, writing, speaking, and listening.
• General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background

knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.

• The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
• Teachers further develop the acquired vocabulary and content through student conferences.
• Extended use of scaffolding methods during components of the balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment

The appearance of the environment in which ELLs receive their instruction is just as important as the lessons taught there. A positive, organized and risk-free environment denotes respect for the learners. It is a classroom that motivates the learner and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should promote language and become comprehensible to the students whose native language is other than English. These include:

• A meeting area to promote whole class instruction.
• Children's work folders, located in a specific, neatly organized, visible area.
• Leveled classroom libraries with culturally relevant stories available for their use.
• Print rich environment provided by charts, student work and content area word walls.
• Furniture arranged to allow easy access and visibility by the teacher in clusters for group discussions and cooperative learning.
• Print-rich environment
• A flow of the day denoting the activities of the day
• Charts specific to unit of study in literacy and other content areas
• Word walls with high frequency words aided by visuals as may be needed for ELLs at the beginning and intermediate levels

Students in US schools for less than three years are considered Newcomers. The mandated instructional time is provided for during the school day. The ESL teacher works closely with the classroom teacher to make sure that the student's needs are met. There are Newcomer books and tapes, as well as other instructional materials, available in the ESL teacher's room that can be borrowed for classroom use.

The ELLs that have been receiving service for 4-6 years also get intense remediation in their classrooms by AIS teachers. The ESL teacher has
ongoing articulation with the classroom teacher and service support providers. ELLs with special needs have been place in ICT classes.

Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to
make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, and Extended Day services. Teachers use scaffolding and continue to use extralinguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language.

ELLs identified as Special Education Students with special needs are in General Education with related services classrooms and Intergrated Co-teaching Classrooms. The needs of these students are accommodated by including smaller group size, the presence of a paraprofessional during ESL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, and visual support. Materials used are photo libraries for visuals, hands on materials,
games for learning, leveled books, technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. ESL and classroom teachers collaborate with Special Education teachers to address students' special needs according to their IEPs.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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?

Our interventions are services that are provided in the classroom for our ELLs, during the regular school day by the student's classroom teacher. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. Once these students are identified the ESL Teacher and, AIS providers suggest methods and strategies for meeting the needs of struggling students in the classroom. These students receive Academic Intervention Services if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction.

As a part of our Academic Interventions Program, we are continually monitoring all students including ELLs who may need special placement.
The classroom teacher will be notified by our ESL teacher once a student passes the NYSESLAT. Both the ESL and classroom teachers will reevaluate the student's strengths and weaknesses, and will continually monitor for needed support. Once an ELL has reached English language proficiency, AIS services will be recommended to reinforce areas of need for the first year or two. When possible, our ESL teacher will work with her former ELLs to offer transitional support. These students will continue to receive their ELL testing modifications for
the next two years. The ESL teacher supplies the testing coordinator with a list of current ELLs and former ELLs who are still entitled to testing
modifications.

We are considering grouping all Ells according to their grade level in the same class and creating a Push-in program in conjunction with our
Pull-out program.

All Ells receive equal treatment and resources to the general population of our school. All after school clubs, music, art,
shows, plays, and extended day instruction are open to the complete academic community. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. There is a Title III program consists entirely of ELLs. The Title III after school program serves 30 students. Newcomer, beginner, and struggling ELLs are invited to participate in the
after school program wherein they receive scaffolded instruction in the content areas as well as literacy and math. The program meets 2 times per week for 1and 1/2 hour sessions, running from 3:00-4:30. The program's duration will run from October through March. The ELL After School program utilizes a hands on approach to language learning. Literature that reflects a specific season appropriate subject matter (math, science, social studies, art, literature, or health), is read aloud to the students. The read-aloud approach is used to improve the listening skill necessary for English language acquisition. Students in the program are then asked to discuss the story using the vocabulary acquired through the text. The discussion part of the program is used to reinforce the new vocabulary the student has been exposed to via the literature, as well as to demonstrate the building of background knowledge on the subject at hand. Next the students are asked to follow verbal directions from the teacher as they aim to create a hands-on project in response to the literature, which incorporates a written piece

based on the literature. This hands-on part of the program is used to motivate the student to write as part of their finished product and is used to improve the writing skill necessary for English language proficiency. Once the students' project is finished, they are asked to share their writing and ideas with the other students. This sharing part of the program is used to help the student practice and improve in the reading skill necessary for English language proficiency as well as to improve the students' academic self-esteem

At P.S. 215 we realize the advantages of using technology in the classroom, especially for our ELL students. All of our classrooms are equipped with SMARTBoards. Using SMARTBoards in the classrooms engages our ELLs by using interactive multi-sensory technology. We utilize websites such as Starfall and Brainpop, we also use Multicultural literature, Author study books: Eric Carle, Leo Lionni, Non-fiction literature: Time for Kids, newspapers, scholastic news for kids, and Audio Listening Centers: read alouds, read alongs, and music

Native Language support is provided in the form of peer-interaction whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ESL instruction.

At P. S. 215 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or services
for our ELLs.

Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides information to the the parents of ELLs P.S. 215 does not offer any activities to assist newly enrolled ELL students before the beginning of the school.

Elementary schools do not offer language electives.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development (PD) is offered to all teachers and Paras at PS 215. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management and ELL class participation, Observation of the ESL teacher whenever possible. The Network Support Specialists will also offer PDs for clasroom teachers
during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in the ELL area.
Professional Development for all ELL personnel at the school will be as follows:
ESL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences,
admin periods, and instructional team meetings.ESL teachers prepare presentations, suggest methods and strategies for working with ELLs, and support school staff. The ELL professional development received at these instructional team meetings will be turn keyed to remaining classroom teachers and paraprofessionals. These workshops include topics such as: cultural awareness, Modifying Instruction to increase comprehension, building and teaching vocabulary.

ESL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ESL teachers, administrators and secretaries consult with parents, teachers and students on issues related to transitioning to middle school and the guidence councelor, social worker and phycologist support the social aspects of coming into a new country or new school. ESL teachers and parent coordinator also provide information to parents, teachers andother school staff about ESL programs in middle schools, exam information, the general transition period and creating support networks in their new school. ESL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child's future.

E. Parental Involvement

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

P.S. 215 welcomes parents of all children to be a member of our academic community. We provide translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of.

Parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

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)	25	2	2	1	2									32
Intermediate(I)		7	3	2	2	2								16
Advanced (A)	10	3	2			1								16
Total	35	12	7	3	4	3	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	1	3			4
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

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

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

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

We use Fountas and Pinnel to assess the literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for all other grades. The purpose of this assessment is to provide insight to the teacher as to what reading level the students, including ELLs, are. The assessments continue periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students in guided reading groups and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information ont o a written piece. We are able to assess students for reading levels, phonemic awareness, readingm readiness skills and language skills. We use this data to make up guided reading, and guided writing groups.

Results of the NYSESLAT/LAB-R Assessments are posted on ARIS. We see the largest group of ELLs in Kindergarten at the beginning level of proficiency. As in former years, the number of ELL students has decreased significantly by the 5th grade, (35 students in kindergarten and 3 students in 5th grade) with the largest number of students in the advanced level of proficiency. It is evident from the NYSESLAT Modality Analysis that our ELLs perform significantly, better in the modalities of Listening/Speaking than Reading/Writing. Therefore, during instruction, we stress the skills necessary to increase reading and writing proficiency, using differentiated small group and 1:1 instruction.

Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on New York State Standards. The ESL program has been improved to include stonger literacy based instruction which inlcudes more
guided reading, writing responses, and writing prompts. The ESL program implements instruction in all content areas to assure that the ELL students understand an attain the necessary information and vocabulary for all subjects. Articulation and collaboration between ELL and classroom teachers will be ongoing as a means of further differentiating instruction.

Student results across proficiences and grades reveals that the ELLs are stonger in Mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from the Interim Assessments are used by the classroom and ESL teachers to create lessons that focus on the students needs. ELLs new to PS 215 (one year or
less) are allowed to take some New York State Exams (Math, and Science) in their Native Language. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 215.

The results of the ELL Periodic Assessments are shared with School Leadership and classroom teachers. Teachers use the results of assessment
to provide 1:1 and small group differentiated instruction to support instruction provided by ELL teachers.
From the Periodic Assessment, we are learning the strengths and weaknesses of the ELL students in each grade and across grades.
The success of the P.S 215 program for ELL student is evident in the percentage of students that move up in levels of proficiency.

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:			
	School DBN:		
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name:			
	School DBN:		
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 21K215 **School Name:** PS 215

Cluster: 06 **Network:** CFN 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.

A language breakdown analysis using ATS was made to ascertain the ethnicity and language needs based on Home Language Survey forms for the total school population.

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.

Our school has found that many of our translation and interpretation needs are for communication between the teachers and the parents. Where most of the DOE forms are available in every language, teacher notes and conversation are not as easily or quickly translated or interpreted. These findings come from ats as well as surveying teachers and parents.

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.

In order to meet the needs of written translation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resourses which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be translated.

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.

In order to meet the needs of oral interpretation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be interpreted.

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.

A meeting for parents is arranged and facilitated by the ESL teacher and the Parent coordinator. At this time it is the Parent Coordinator will discuss and distribute memos in various languages regarding translation and interpretation services. Money has been set aside in our budget to allow for outside contractors as needed, memos have been sent out and posting are properly displayed.

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: 215	DBN: 21K215
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: English as a Second Language After-School Program — This ELL after-school program consist of first grade students with a focuses on life skills and supporting students' study skills with techniques to use at home for acquiring language skills. This after-school program will be held twice a week and will meet for 38 sessions. Each session will be 1 1/2hours in duration, running from 3:00 to 4:30 p.m. Students in this program will be exposed to ESL instruction using a variety of methods, strategies, and techniques to facilitate learning. Classes are taught in English by an ESL licensed teacher. Emphasis will be placed on students in the Beginning and Intermediate Levels of English Proficiency as determined by the LAB-R and the results from the 2012 NYSESLAT. The program emphasis will be on improving the ability of students to acquire their knowledge of listening, speaking, reading, and writing English. Stages of growth in these areas will build upon prior knowledge and vocabulary development. This after-school program will prepare ELL students in grade 1 for the NYSESLAT This year we will offer a Saturday Academy for English Language Learners in grades 2-5. This program will offer a content-rich, high-standards curriculum that prepares ESL students to become academically successful in content learning. Eash session will meet on Saturday from 8am - 1pm for 20 weeks. Classes will be taught in English by an ESL licensed teacher.

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: In the school year 2012– 2013, P.S.215 will hold at least three staff development workshops geared specifically toward's the teachers in the Title III program. In addition the ESL teachers will turn key to the staff in the school the professional developments. The data specialist and will target the teachers of ELL students in the Title III program as well as other staff members. Workshop topics may include: Entry points to Meet the Needs of the ELL Student, Chancellor's Regulation A 663, and Analyzing Data from the NYSESLAT, LAB-R, Acuity, Math, and ELA to Drive Instruction. These workshops will be held on November 6, week of December 17th and the week of January 14th. All teachers will have access to the

Part C: Professional Development
DOE Common Core library which offers different strategies and supports for our ELL students. This resource wil be utilized all year at grade conferences and planning sessions. Our ELL certified teacher meets on a regular basis with our after school instuctors to review different strategies as well as scaffolding methods on how to provide different entry points for ELL's to learn new information. Our ESL teachers will also participate in professional development opportunities offered by CFN 409 and OELL.

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: Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues arel also offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers. ESL teachers meet with parents at the beginning of the school year to go over the curriculum and support available to parents and students. Various ARIS, ACUITY, ELA and Math seminars for parents on state standards and assessments will be held throughout the school year. We will also have workshops about Dial a Teacher and We Are New York. At these workshops, translation services are available as needed. We are also offering a parent-student homework help program. This after-school program is open one day a week during for a period of 2 months. Parents are notified by a translated letter that goes home with their child handed out by the teacher. Parents who choose to participate are required to attend this program with their child and a staff member is available to assist them and provide strategies so that they may help their child.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		