



**Department of
Education**

Dennis M. Walcott, Chancellor

**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: PS 015 – ROBERTO CLEMENTE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M015

PRINCIPAL: IRENE SANCHEZ **EMAIL:** ISANCHEZ11@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

09-16-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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.

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Irene Sanchez	*Principal or Designee	
Donna Fiscina	*UFT Chapter Leader or Designee	
Alexis Cole	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jessica Andreu	Member/ Teacher	
Susan Safer	Member/ Teacher	
Allison Steinbauer	Member/ Teacher	
Lise Esdaile	Member/ Parent	
Shekira Rowland	Member/ Parent	
Day're Thornton	Member/ Parent	
Aida Diaz	Member/ Parent	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 - 1 District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - 2 School Leader Practices and Decisions
 - 3 Curriculum Development and Support
 - 4 Teacher Practices and Decision

- 5 Student Social and Emotional Developmental Health
- 6 Family and Community Engagement

- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal 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.

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 4 SQR 2012

The Principal should prepare written teacher observation reports that are fully aligned with the school wide PD plan and individual teacher goals. This should result in a system of instructional monitoring to determine if PD participation aligned to teacher goals and school needs yields improved instruction and student achievement.

Page 5 SQR 2012

The Principal, in consultation with the literacy coach, should allocate and seek funding to provide adequate numbers of books to ensure that all students have access to appropriate books, especially students in the identified subgroups, with both new and existing materials coded to correspond with the IRLA framework.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Principal will develop a system for instructional monitoring whereby principal 1) observes teachers formally and informally a minimum of 5 times throughout the year and provide them with meaningful written feedback based on the Charlotte Danielson Framework that is aligned to teacher goals and school needs and 2) observes all classroom environments for adequate materials and resources to support effective instruction leading to improved instruction and student achievement.

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:

Strategies/activities that encompass the needs of identified student subgroups

- Formal and informal observations will be scheduled at the beginning of each month to ensure that time is allocated for them.
- Principal will create and use a Google form to enter informal observation notes in a low inference manner. Principal will pose open-ended questions for teachers aligned with their goals. The teachers will respond to the questions on a reflection form before feedback is given. Once reflection is received, recommendations will be given to teachers. This revised process will encourage constant reflection about progress and provide the teachers with ownership for finding solutions and improving their practice. Feedback will be directly aligned to their goals (2 Danielson domains) for the year as well as other areas for improvement or areas of study.
- Principal will provide all teachers with the Danielson Framework and conduct individual planning meetings to set and plan for annual goals based on the framework. All teachers will select a domain to focus on for the year. In addition principal will select a domain of focus for the teacher based on the previous year's observations.
- Principal will align teacher goals and written feedback with school wide goals to ensure effective instruction leading to student improvement.
- As recommended by the SQR report, principal will allocate funds and purchase class sets of the 100 Book Challenge to ensure that all teachers will have access to appropriate books necessary for providing effective instruction to students.

Key personnel and other resources used to implement these strategies/activities

- Principal

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teachers will have two goals of focus
- Attendance sign in sheet for staff meeting where the Danielson Framework was distributed
- Observation form containing 5 or more observation notes and feedback
- Completed teacher reflection forms

Timeline for implementation

- Ongoing with monthly check-ins

Budget and resource 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 IA Title IIA Title III Set Aside Grants **Other-describe here: Priority funds**

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).

\$5200 Title 1 Priority funds for 19 class sets of 100 Book Challenge elementary Collection

\$1,000 Priority funds will be used to purchase Danielson’s Framework for Teaching and supplies for printing teacher reflection and low inference documents, as needed.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

p. 3 SQR 2012

School leaders should offer PD on the use and incorporation of higher-order thinking skills into daily lessons. School leaders should regularly monitor and evaluate both the quantity and quality of questioning strategies in the classroom.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

X 3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school principal will offer monthly professional development sessions for teachers relating to developing higher order thinking skills in ELA – as evidenced in daily instructional programs, including after school.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups

- School principal will observe and provide teachers with meaningful feedback as they attempt to improve the integration of higher order thinking and effective questioning strategies in their classroom instruction.
- Implementation of an after school program to support struggling students, with daily lessons that ensure deeper thinking and effective questioning - servicing up to 75 students. (2 hours x 6 teachers x 28 sessions x 50.06) +(5 teachers x 13 sessions x 50.06) see Galaxy
- In professional development, teachers will examine and study Depth of Knowledge scale and practice raising the levels of questions (32 per diem days will cover 16 teachers x 2 days each for PD).
- Teachers will study CCSS 1 in inquiry teams to ensure that students are asking and answering higher order thinking questions.
- Teachers will plan components of balanced literacy and math with specific modeling of higher order thinking and opportunities for student exploration and practice.
- Teachers will be provided planning time supported by literacy coach in order to examine and select appropriately complex materials to stimulate higher order thinking and build conceptual understanding in the general student population (21 per diem sub days will support 3 curriculum planning days x 7 teachers)
- Teachers will monitor and assess student work samples to ensure the development of higher order thinking.
- School leader will monitor and evaluate quantity and quality of questioning strategies in the classroom through formal and informal observations.
- Teachers will participate in professional development with Network liaisons in ELA and Math (10 days per diem coverage for 10 teachers to attend 1 day of Network professional development).
- Unit maps or lessons plans collected regularly will show evidence of planning for higher order thinking.

Key personnel and other resources used to implement these strategies/activities

- Literacy Coach

- American Reading Company Professional Developer
- Principal
- Teacher Teams

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Unit lesson plans will be submitted every six weeks for evaluation
- Sign in sheets will be collected from PD opportunities
- Professional Learning Community agendas will be collected
- Inquiry team student work projects will be evaluated to determine the impact on student achievement in asking and answering higher order thinking questions

Timeline for implementation.

- Teachers will meet every week in inquiry teams throughout the year
- PD will be ongoing throughout the year.
- Teachers will begin book studies in professional learning communities in December 2012 during afterschool
- Inquiry team student work projects will be collected and analyzed in January and April

Budget and resource alignment

- Indicate your school’s Title I status: **X 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 **X Title IA** Title IIA Title III **X Set Aside** Grants **Other-describe here: Contract for Excellence**

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).

- Title 1 10% Professional Development Set Aside and Title 1 5% Highly Qualified Set Aside will be used to pay for American Reading

Company Professional Development

- Title 1 SWP and Contract for Excellence funds support Literacy coach position
- ARRA RTTT Citywide Instructional Expectations funds will be utilized for per session for PLCs
- Title 1 Priority 1 will be used for 70 per diem coverage while teachers attend professional development
- Title 1 Priority 1 funds will pay 401 hours per session for afterschool program
- Title 1 Priority 1 funds will be used for 7 classroom sets of Context for Learning resources for program implementation.
- \$2,200 Priority funds will be used to purchase math tools, resources and snacks for after school program

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

P. 3 SQR 2012

School leaders and the literacy coach should provide teachers with PD on developing rubrics that support improvement of instruction and provide next steps through assessment for both teachers and students.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leader and literacy coach will have offered 3 or more PDs in developing and using rubrics that reflect CCLS-aligned student goals. Teachers will create a minimum of 3 rubrics to measure achievement in performance tasks related to 3 units of study.

Rubrics will provide a means for student involvement in self-assessment and bring a deeper understanding of paths to academic growth. School leader

will monitor and evaluate the quantity and quality of rubrics created through regular collection of samples that show evidence of effective use.

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:

Strategies/activities that encompass the needs of identified student subgroups

- Teachers will participate in professional development to develop an understanding of purpose and usage of rubrics, appropriate components of rubrics for evaluation of quality of student work, creation of student friendly and teacher use rubrics, and evaluation of grade appropriate expectations and scales.
- Teachers will create rubrics in teacher teams and during Inquiry and evaluate the vertical alignment of rubrics against CCSS (7 teachers x 1 professional development day to create rubrics totaling 7 days).
- Teachers will examine student work and student self-reflections to determine effectiveness of the rubrics in ensuring that students understand expectations and take ownership for their learning.

Key personnel and other resources used to implement these strategies/activities

- Literacy Coach
- American Reading Company Professional Developer
- Principal
- Teacher Teams

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Unit lesson plans with rubrics will be submitted for evaluation
- Sign in sheets and/ or meeting minutes will be collected from PD opportunities
- Inquiry team student work projects will be evaluated against rubrics to determine the impact on student achievement and self-reflection.
- Rubrics will be evaluated against CCSS standards to ensure rigor

Timeline for implementation.

- Teachers will meet every week in inquiry teams throughout the year
- PD will be ongoing beginning in January 2013
- In February and June, rubrics will be evaluated against CCSS

Budget and resource alignment

- Indicate your school’s Title I status: **X 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 **X Title IA** Title IIA Title III **X Set Aside** Grants **X Excellence** **Other-describe Contract for**

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).

- Title 1 10% Professional Development Set Aside and Title 1 5% Highly Qualified Set Aside will be used to pay for American Reading Company Professional Development
- Title 1 SWP and Contract for Excellence funds support Literacy coach position
- Priority 1 will be used for 70 days of per diem coverage while teachers attend professional development.
- \$ 1500 Priority funds will be used to purchase binders and print materials for professional development.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

p. 4 SQR 2012

School leadership should analyze existing procedures to support the social and emotional needs of students in crisis and of students who are transient. School Leaders should also update protocols for working with students, teachers, and families to promote social-emotional health and academic success. This plan should include school collaboration with community based organizations (CBOs), the monitoring of student attendance and a pupil personnel team with established procedures.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, PS 15 will create explicit procedures for the support of the social and emotional needs of students in crises and residing in temporary housing. 95% of teachers will participate in the professional development regarding these procedures.

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:

Strategies/activities that encompass the needs of identified student subgroups

- PS 15 will conduct a self-assessment to compile all resources and procedures that currently are in place.
- PS 15 will identify gaps and/or areas for improvement and take steps to remediate.

- PS 15 will organize and articulate a planful sequence of procedures to address students' needs.
- PS 15 will provide staff development to all faculty members to ensure that these plans are known, understood, and utilized.
- Principal, Guidance counselor, Literacy Coach, Network PBIS liaison, Safety Committee, Attendance Committee, and PPT team will provide input into the final procedures document.
- Key personnel will develop a survey instrument to ascertain teacher knowledge of resources and procedures, and develop case studies so that staff can discuss and determine effective use of resources and procedures.

Key personnel and other resources used to implement these strategies/activities

- Principal, Guidance counselor, Literacy Coach, Network PBIS liaison, Safety Committee, Attendance Committee, RTI team, and PPT team

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Survey results and teacher feedback and attendance at PD opportunities.

Timeline for implementation

- Teachers will initial receive their survey in January 2013.
- Post survey will be distributed in May 2013.
- Sign in sheets will be collected for professional development.

Budget and resource alignment

- Indicate your school's Title I status: **X 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.

Other-describe here: Contract for Excellence, Title 1 Children's First

Tax Levy **X Title IA** Title IIA Title III Set Aside Grants **X Network**

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).
 - Title 1 SWP and Contract for Excellence funds support Literacy coach position
 - Guidance counselor position supported with Title 1 SWP and Title 1 Mandated Counseling funds

- Network support funded with Title 1 Children’s First Network Support Funds
- \$700 Priority funds will be used to purchase supplies for printing professional development resources for teachers, as needed.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

p. 4 SQR 2012

The Principal should continue to assess the support services needs of students, align and supplement existing resources for maximum effect, and seek out additional resources, such as CBO’s, to address concerns.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

X 6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will offer monthly parent workshops to meet the needs of families and ensure parents/guardians are aware of current curriculum and support services made available by CBOs.

Strategies to increase parental involvement and engagement

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 26 through 30 in this SCEP.

Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your

response:

Strategies/activities that encompass the needs of identified student subgroups:

- PS 15 will create a form for teachers to complete indicating current student needs as they are determined that will be provided to the RTI team for analysis and coordination of services.
- PS 15 will dedicate staff and time towards researching community organizations and determining matches for student needs.
- CBOs will be invited to attend one of three Parent Summits to introduce the school community (including parents) to CBOs and establish relationships.
- Parent workshops will be offered on Health and Nutrition, use of technology, working with children with special needs, home school partnerships, as well as other topics identified by parents.
- School will do needs survey and secure 2 additional CBOs to provide support services, including a health and nutrition program to educate parents on the importance and impact that health and nutrition can have on student academic performance.
- School Uniforms will be purchased for STH families who are unable to purchase them.

Staff and other resources used to implement these strategies/activities

- The RTI team, consisting of the principal, literacy coach, and SETTS teacher, will evaluate student needs and communicate with all stakeholders regarding steps for meeting those needs.
- Physical Education teacher will have dedicated guidance periods in which to network with community organizations and coordinate student needs.
- School wellness council will meet 4 times throughout the year to identify CBOs that provide health related supports to students and families.

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- We will evaluate the percentage of needs forms received on a monthly basis and the response time for meeting their needs.
- We will evaluate our progress toward attaining 2 new CBOs in February, March, and May SLT meetings.
- Teachers will provide ongoing feedback on student needs through the needs form.
- Teachers will evaluate students' academic success in the classroom to determine if needs met led to academic success as well as next steps, if any.

Timeline for implementation

- Parent summits will occur in September 2012, November 2012, and March 2013
- Needs form will be created in January 2013 and used in an ongoing manner
- CBO recruitment will be conducted in an ongoing manner. Schedule will provide for 2 periods per week for Physical Education teacher to network. Three CBOs will be recruited by February 2013
- The Leadership Program will offer workshops to provide parents with the necessary tools to contribute to the education and lives of their children will occur in September 2012, January 2013, and April 2013
- Uniforms will be distributed during registration and on an as needed basis

Budget and resource alignment

- Indicate your school’s Title I status: **X 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Funds
 Other-describe here: Priority Focus

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 and Title 1A funds will support the salaries for staff working on this goal
- Students in temporary housing (STH) set aside will support the purchase of school uniforms for students
- ESD/SVP grant as well as STH set aside will be used to provide family workshops
- Title 1 Priority Focus Parent Involvement set aside will pay The Leadership Program for two half day parent workshops (2@ \$705/day) and \$125 for instructional materials and supplies for health and nutrition program.

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	Guided reading, individualized conferring, strategy groups in reading and writing, small group systematic multi-sensory phonics instruction	Small group instruction, 1:1, tutoring	During the school day and after school
Mathematics	Strategy groups, individualized instruction and conferring	Small group instruction, 1:1 conferring	During the school day, after school

Science	Content area focus through literacy instruction	Small group instruction	During the school day
Social Studies	Content area focus through literacy instruction	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Alternative recess, girls' group, boys' group, social/emotional support groups, individual counseling, mediation, family services (CBO)	Small group, individual meetings, parent/child meetings	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.

- Teachers will receive focused and differentiated professional development.
- Teachers' professionalism will be honored and encouraged as they choose professional development goals to pursue in addition to the administrator's chosen goal.
- Increased parent involvement opportunities and CBO support for student needs will create a strong home-school partnership that will lead to a collaborative environment that ensures the retention and recruitment of highly qualified teachers.

- Higher attendance rates will attract highly qualified teachers to a learning environment in which their instruction can have maximal impact.

DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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)

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;

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 with 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 Charles Amundsen/Dan Feigelson	District 01	Borough Manhattan	School Number 015
School Name Roberto Clemente Elementary School			

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

Principal Irene Sanchez	Assistant Principal type here
Coach Laura Salmon	Coach type here
ESL Teacher Kimberly Kern	Guidance Counselor Francis Solis
Teacher/Subject Area Jessica Andreu/ 1st grade CTT	Parent type here
Teacher/Subject Area	Parent Coordinator Lanette Murphy
Related Service Provider Elayne Block/SETTS	Other type here
Network Leader Dan Feigelson	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	190	Total Number of ELLs	20	ELLs as share of total student population (%)	10.53%
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Part II: ELL Identification Process

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

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

Part I: School ELL Profile

The Roberto Clemente School, PS 15, is located in a high poverty area on Manhattan's Lower East Side. This Pre-K to fifth grade school serves a population of approximately 200 students from culturally diverse backgrounds. According to the latest available ethnic data less than 2% of the students are White; 40% are Black; 50% are Latino; and 8% are in other ethnic categories. The population consists of 55% male and 45% female. P.S. 15 has a high mobility rate. Our student attendance is approximately 93%. Approximately 25% of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), Integrated Collaborative Team Teaching (CTT) classes, and/or related services such as speech and language, occupational therapy, physical therapy, counseling, and adaptive physical education. Additionally, about 13% of the students are English Language Learners (ELLs) with Spanish as the dominant language. Currently, 16 ELLs speak Spanish, 4 speak Chinese, 4 speak Bengali, 1 speaks Urdu, and 1 speaks Arabic. A large number (25%) of students come from homes where a language other than English is spoken (Spanish, Chinese, and Bengali, Hatian, and Arabic) based on Home Language Information Surveys and New York City's Ethnic Census Report. The majority of students are from low-income families. Many reside in two nearby housing projects and approximately 40% resides in temporary housing. 100% of our students receive free breakfast and lunch.

Our English as a Second Language (ESL) teacher is permanently certified in New York City. We have one ESL student who has a one-on-one bilingual paraprofessional according to her IEP. P.S. 15 has a freestanding ESL program. The ESL teacher pushes into 1st-3rd grade reading and writing workshops and pulls-out students for small group instruction, working on phonics, comprehension, and content-based reading and writing skills.

All classroom teachers are trained to scaffold instruction with their ELLs. We have library, technology, gym, social studies inclusion (upper grades) and science cluster teachers. These teachers are trained to use ESL methodologies as well. It was determined that it would be more instructionally sound to group the ELLs in one class on each grade to allow the ELL teacher to follow the push-in model. There are no transitional bilingual or dual language classes. 19 of our students have been receiving ESL instruction for less than three years; while 4 have been in our program 4 to 6 years. Six special education students are among the first group.

P.S. 15 is using a Free-standing ESL program only where students receive instruction in English 99% of the time. The ESL teacher uses Spanish with some low-level ELLs to guide understanding, but generally, native language is reserved for newcomers and beginners to allow them to feel comfortable in a new environment. Books are provided in native languages in the general library and in the classroom libraries for ELLs. Picture dictionaries and dual language dictionaries are also available for ELLs as a reference.

Part II: ELL Identification Process

ELLs are identified by the following: First, as every new student enrolls in the public school system for the first time, their parents are required to fill out the Home Language Identification Survey. The HLIS is provided to the parents in their native language and is administered by the ESL teacher or another licensed pedagogue. Interpreters are provided to parents who need translation. In addition to the HLIS, if the home language may be a language other than English, the ESL teacher or two other trained pedagogues, interview the student and parent to inform their decision. All HLIS are reviewed and signed by the ESL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the LAB-R within the first ten days of attendance. LAB-Rs are hand-scored at the school by the ESL teacher and if the student falls below the cut score of the LAB-R and their home language is Spanish, they are administered the Spanish LAB.

Parents of new students who are identified as ELLs receive Entitlement letters in their home language. Parents of new ELLs are invited to attend a parent orientation in September. Parents sign and return a form to the ESL teacher stating that they understand the need to attend a Parent Orientation and indicate if they are able to attend on the given date. If not, they are asked to provide a convenient time. To ensure that parents attend the Parent Orientation, the parent coordinator reaches out to the parents via phone calls. For parents who do not attend the Parent Orientation, the ESL teacher meets with them individually to provide the information. At the orientation, parents view a DVD explaining the different programs in their native language: Dual Language, Transitional Bilingual, or Freestanding ESL. They have an opportunity to speak with the ESL teacher to review information concerning the three programs to ensure they understand the differences.

If the parents choose a program that is not offered at the school, we then provide them with a list of schools that offers the program of their choice. They have the option to transfer to another school. Parents are given the Parent Survey and Program Selection forms in Spanish, Chinese, Haitian, Arabic, Urdu or Bengali with translators to help them read and then sign the forms at this meeting. Our parent coordinator as well as translators, our ESL teacher, guidance counselor, and principal attend this orientation and are available before and after school or via phone to help with questions and concerns our parents may have. Individual Parent Orientations are ongoing for new admits to the school. Parent Survey and Selection forms are read, signed, and dated at the school during the parent orientation or in a separate meeting with the ESL teacher to ensure that the documentation is complete. The parent coordinator assists in this process and meetings.

At the end of the school year, students who are ELLs, as determined by the LAB-R and previous year's NYSESLAT results are administered the NYSESLAT. Students are pulled out of their classes by grade level to take the reading, writing, and listening sections of the test. The speaking section of the exam is given one-on-one by the ESL teacher.

Students who scored at the proficient level based on the NYSESLAT results receive a Discontinuation Letter informing the parents that they are no longer mandated to receive ESL services. The students who fall under the proficient category receive testing modifications and transitional services for two years. Parents sign and return a form to the ESL teacher stating that they understand the discontinuation of ESL services in regards to their child.

A letter of introduction from the ESL teacher is sent to each parent at the beginning of the school year advising them of their child's status as a "continued entitled" student. Parents sign and return a form to the ESL teacher stating that they understand the continuation of ESL services for their child.

After taking the LAB-R, students are placed in ESL programs based on the cut-scores established by NY State which identifies beginner, intermediate or advanced ELLs until the parents select the instructional program. Students receive a Placement Letter informing the parents that they have been placed in an ESL program. Parents sign and return the Placement Letter to the ESL teacher, stating that they understand the placement of their child in a Freestanding ESL program.

NYC public schools offer three programs for students identified as ELLs: Dual Language, Transitional Bilingual, and Freestanding ESL. Last school year (2010-2011), four out of five parents chose English as a Second Language as their first choice, while one chose Transitional Bilingual. After viewing the parent orientation DVD, they requested a Free Standing ESL program for their children, because the parents want their children to learn English and remain at P.S. 15. They also prefer a "neighborhood school." Programs offered at our school are aligned with parent requests. In the 2011-2012 school year, we have had two new students whose parents both chose the Free Standing ESL program. Since numbers are not large enough to create a bilingual program, it is not offered at P.S. 15. In the event that there are enough parents requesting a specific program, then we will provide that program of choice. In past years,

parents have overwhelmingly chosen the Free Standing ESL program. Parents are made aware of other school sites that offer bilingual programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)		16	Special Education	6
SIFE	0	ELLs receiving service 4-6 years		4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16		6	4						20
Total	16	0	6	4	0	0	0	0	0	20

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	2	1	1								11
Chinese	2			1		1								4
Russian														0
Bengali			1		2	1								4
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	2	5	3	3	3	0	0	0	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part 4: ELL Programming

A.

P.S. 15's curriculum follows TCRWP units of study with a word study component using Foundations in K-3 and Words Their Way in grades 4-5. In addition, we are piloting the America Reading Company 100 Book Challenge Program in grades K-3. This program provides a framework for teaching skills during independent reading guided by the Common Core Standards. It also includes individualized reading interventions for each student on their own level. For shared reading K-2 teachers use Big Books and 3-5 teachers use smartboards. Students are dynamically grouped for individual learning needs. Teachers conduct individual conferences as well as guided reading and small group strategy sessions daily in reading, writing, and math to address both decoding, comprehension, computation and learning needs as indicated by assessment results.

We are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available for guided reading purposes.

Lower-grade teachers have listening centers and CDs to teach songs and nursery rhymes. Tape players are used in many classrooms to scaffold reading for newcomers and beginners. The ESL teacher records books on tape on each child's level so they can practice sight word recognition and pronunciation. New arrivals are equipped with the Oxford Picture Dictionary for Kids and many books on their individual levels which can be used independently.

With the newly updated computer lab and library, teachers have access to a variety of programs and materials. Students also engage in a technology class twice a week. The internet-based Acuity Program is being used as a reading intervention, given by the technology teacher once a week.

P.S. 15 uses a combination of integrated instruction in a push-in/pull-out model which focuses on reading comprehension and writing content and mechanics. 3rd grade classes focus on math skills and vocabulary. The ESL teacher works with classroom teachers during the reading/writing workshop or math in classes that have large ELL numbers. The ESL teacher provides extra language support to the ELLs focusing on content vocabulary, decoding and language skills. During small group work or independent work, the ESL teacher works specifically with ELLs and their language skills to provide extra support through small group instruction, conferencing, or guided reading.

A. Programming and Scheduling Information

P.S. 15 also uses a pull-out program to focus on the specific needs of low performing ELLs. One period a week is used to work with specifically targeted low-performing ELLs which focuses on listening and speaking skills, command words, basic and useful vocabulary, and shared readings. The ESL teacher meets two groups four times a week for 50 minutes that focus on reading skills using shared readings, word work and vocabulary, and comprehension skills through non-fiction texts. The advanced group meets four times a week which focuses on non-fiction reading and writing skills and academic vocabulary. The ESL teacher provides scaffolding for students to practice expressing themselves in written form. Students who receive ESL push-in and pull-out services in each grade are as follows: kindergarten, 4; first grade, 2; second grade, 5; third grade, 3; fourth grade, 3; and fifth grade, 3 .

The push-in model is grouped heterogeneously according to each class. Each class has beginners to advanced ELL's. In the pull-out program, students are grouped homogeneously by proficiency level and grade level. The ESL teacher pushes-in to Kindergarten, 1st grade, and 2nd grade classes four times a week during reading and writing to work in small groups. A push-in model is also used in a 3rd grade class during small group instruction in math. This decision was based on data from the State Math assessment scores on the 3rd grade level for ELLs. There are two pull-out groups. One beginner/intermediate group (1st-3rd) and one advanced group (3rd-5th).

Explicit ESL is direct teacher led instruction where the teacher models and students practice with guidance and feedback and apply this in a new situation. Explicit teaching is related to real world experiences through inquiry and questioning the world around us. It aims to foster active involvement in learning and independence in writing. It is delivered to the students who are newcomers, long term, special needs, and transitional. Teachers provide opportunities for students to talk as much as possible. Beginners need to talk first to guide their writing. They are asked to elaborate or extend their responses. We provide group work and partnerships to promote more student talk. ELLs are more than passive observers of instruction.

Read-alouds present content information and useful language patterns. The ELL teacher reads and creates pattern books with beginners to inspire the students to make their own personal books using the patterns. This helps promote confidence because the students are able to read the books and share them with friends and family. Graphic organizers are used to provide a visual summary of the book. The four modalities are taught using a science/social studies theme through non-fiction. Students express their thinking using a minimum of vocabulary and language skills. Vocabulary in context helps to foster oral language development. Oral language development is also extended via choral/shared reading. Word building activities enhance students' pronunciation of English thereby improving their oral competencies. Books with illustrations are used as they support or extend the concepts presented in print. Books in the ELLs native language are sometimes used, as some of our ELLs can read in their first language.

Books are often used to generate discussions and related writing activities as well as for comprehensible input. Shared writing and interactive writing are used as a writing model. We encourage risk taking to push students beyond what is safe. We provide a great deal of stimuli before they write. Teachers with beginning ELLs often use the language experience approach. The teacher writes the students thoughts then has them copy what he/she has elicited. Students can make a transition to writing independently, when they gain enough confidence to try, and have learned new vocabulary. Scaffolds can provide form. This allows students to concentrate on content. One example is framed sentences: I like _____. We show them how to build on what they do know and can do. We also involve prior knowledge in our lessons with these students and promote culturally relevant connections. Teachers build students' self-esteem in all programs as they acquire content knowledge.

To summarize, students are challenged to think critically, solve problems, ask questions, and are engaged in standards based instruction. Wherever possible, instruction is planned to differentiate according to learning styles and stages of language development. All of these strategies mentioned are designed for all ELLs to acquire academic proficiency in order to meet New York State and Common Core Standards.

Beginner and intermediate level ELLs receive 360 minutes of ESL instruction and advanced level ELLs receive 180 minutes per week as per CR Part 154. Mandates are ensured by a schedule set forth by the ESL teacher. Each child receives services in either a push-in or pull-out model surrounding language skills and content. Every student receives 90 minutes of ELA/day.

New ELLs who do not meet the proficient cut score for the LAB-R are also given the Spanish LAB to determine literacy in their native language. Students are also assessed in their native language on the State Math Exam if they choose to take it in their native language

A. Programming and Scheduling Information

rather than English.

P.S. 15 has no SIFE students at this time, but in the future, if we do, we will adjust our ESL program to accommodate those students with small group instruction including a high level of scaffolding for content information.

Our school has 16 ELLs that have received ESL services for less than three years. These students are at the beginning, intermediate, and advanced proficiency levels. These students receive eight periods of ESL instruction a week, four push-in and four pull-out periods. Our literacy coach supports literacy instruction with some of the ELLs. The ELLs are served by a licensed NYC ESL teacher in a push-in/ pull-out program. Classroom teachers allow these students non-verbal ways to demonstrate knowledge and comprehension. Total Physical Response is used in the lower grades as well as music and movement.

The goal for these students is to develop positive cross-cultural attitudes. We use visual aids and hands-on activities to deliver content. To increase their comfort level we use routines as a way to reinforce language so the students know what to expect. We allow these students to give answers to their classmates in their native language and a buddy translates it for the class. Sheltered Instruction is also used to make content areas more comprehensible to ELLs using strategies such as speaking slowly and clearly, repeating, and avoiding idioms. We encourage the newcomers to participate in small groups as opposed to large ones as a way to build confidence. The mainstream teacher and the ESL teacher collaborate to understand each student's "comfort zone" in using English. We are using the workshop model at P.S. 15 consisting of read-alouds, conferencing, shared, guided, and independent reading and writing.

At our professional development, teachers are informed that research shows that learning a language takes a long time in order to meet the demands of school. Receptive language skills-listening or reading for understanding develops more quickly than productive language skills-speaking and writing. Teachers should not expect ELLs to express themselves fluently in English even when they have reached the point of understanding what they read and hear.

ELLs are required to take the State ELA Exam after one year of service. These newcomers work on vocabulary development with the ESL teacher and in their classrooms. They have listening centers in the classrooms and books on tape to provide listening and fluency practice with their reading skills. These students receive AIS services, small group instruction, one-on-one conferencing, and an after-school test prep class in the spring.

PS 15 has four students who have received ESL services for 4-6 years. These students are in grades 3-5. Two of them are hold-overs because they did not pass the State ELA Exam. These students will receive small group instruction through AIS and support from the ESL teacher to work on non-fiction texts and reading comprehension. They also receive reading intervention through the online Acuity Program during their technology class. An after-school tutoring program will also be available for these students focusing on test-prep and reading strategies.

PS 15 has no long term ELLs at this time but in the future, if we do, we will adjust our ESL program to accommodate those students with small group instruction including a high level of scaffolding for content information as well as reading interventions and after-school tutoring.

PS 15 uses many instructional strategies to provide access to content for our ELLs. Content word walls, videos, photos, manipulatives, Social Studies through the arts, bilingual textbooks (math), and picture dictionaries are used in classrooms to scaffold content. Teachers also use graphic organizers and sentence frames to allow students to organize and produce language pertaining to content.

Courses Taught in Languages Other than English

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

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

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

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

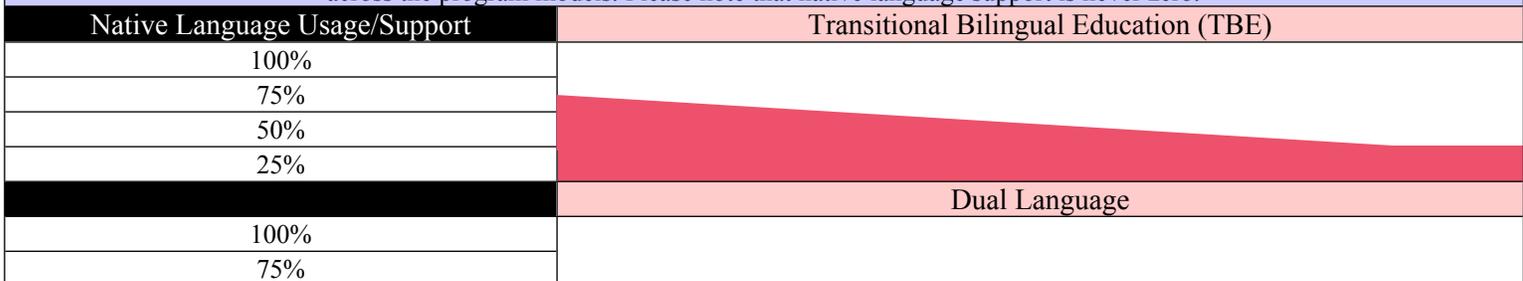
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



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?

B.

ELLs who are required to take the ELA exams will receive small group instruction to prepare for the test format. Instruction will be driven to encompass reading comprehension skills and writing mechanics, as well as test-taking strategies to prepare students for state exams. A 10-week after school prep program is administered to ELLs and at-risk students for targeted instruction sessions. Also, ELLs receive small group instruction during the day in all content areas. ELLs in the third grade receive daily small group instruction in math. Fourth grade ELLs receive small group instruction to review basic skills in science by the science teacher. All targeted intervention programs are offered in English.

Teachers work in inquiry groups based on grade level. Many ELLs are chosen to be involved as a focused intervention. Each grade level picks a different inquiry which may be related to math-based writing, reading, Foundations, or vocabulary skills. Teachers share their inquiries and findings at school wide inquiry group meetings.

Extended Day services are provided 3 times a week for an arts enrichment program which focuses on literacy or math. It is offered to all students across the grade levels. The ESL teacher meets with 3rd grade students to work on English reading skills, sight words, and content language through the games Chess, Checkers, Dominos, and Bananagrams. Vocabulary is taught, practiced, recycled and used in sentence structures to create fluency.

The SETSS teacher delivers academic intervention for mandated and at-risk students. She serves students through a push-in or pull-out method, depending on the student. Mandated students, some of whom are ELLs, receive one period of SETSS per day. The SETSS teacher alligns her program with the individual goals set forth in the IEPs. These interventions include focused work on skills including reading comprehension, decoding, writing, and math skills. Wilson is used with certain students.

Several of our students, including ELLs, receive counseling from a bilingual guidance counselor who supports them with emotional and behavioral problems. Intervention is provided to those at risk of failing. Counseling is provided to both students and family members by a social worker and a school psychologist. We express high expectations for these students.

Speech – Language therapy is an intervention program used at P.S. 15 and citywide. Speech – Language therapy is provided to both ELL students and native English speakers. Most mandated speech students at P.S.15 receive therapy, 2-3 times a week, for 30-minute sessions. Speech – Language therapy targets all modes of communication. Some of the skills addressed in Speech – Language therapy include speaking, articulation, listening, auditory comprehension, interpersonal communication, use of meaningful gestures, reading and writing. Some ELL students are entitled to Speech - Language therapy in their native language. Mandated language for Speech – Language therapy is always indicated on the student's IEP. As of September 2011, all P.S.15 speech students receive therapy in English. Speech – Language therapy for ELL students tends to vary based on native language proficiency, English proficiency, age/grade level and underlying disability.

We use targeted intervention to meet the needs of transitional students reaching proficiency on the NYSESLAT. Foundations targets

students needing decoding skills. Classroom teachers keep portfolios for each student to see growth. Students use personal word dictionaries and the word wall. Students are encouraged to attend after school tutoring in math to enhance and extend math strategies and improve test taking skills. They also continue to receive ELL testing accommodations for two years after reaching proficiency. Native Language resources are available in the classrooms and the ESL teacher continues to work closely with the classroom teachers to monitor progress.

This year, writing is a focus in the ESL program. Upper grade students are required to write an essay for the ELA and the NYSESLAT. We have seen from the NYSESLAT scores that the reading and writing modalities are where our students are not meeting the proficient level. Therefore, increasing critical thinking, reading comprehension, vocabulary and writing skills are the goals of students this year. The ESL teacher will also push-in to 1st-3rd grade classrooms during reading/writing or math to provide scaffolding and one-on-one support for ELLs as they learn to write and expand their writing.

Our newest initiative is the implementation of the American Reading Company 100 Book Challenge Program in grades K-3. Next year it will continue to grades 4-5. This program is an instructional system that puts individual children and their reading lives at the center of the curriculum. Composed of research-based best practices in literacy and learning, the program has 5 main parts. (1) It uses a formative assessment framework built on Common Core Standards to find the highest reading level at which each student is currently able to demonstrate proficiency without teacher support. (2) It ensures every student completes 30 minutes of structured independent reading daily in school. (3) It ensures every student completes 30 minutes of independent reading daily at home. (4) It provides expert coaching as students apply national core content standards to their independent reading. (5) It tracks and documents individual student progress in SchoolPace.

This year, cluster teachers will also push-in to general-ed classes to provide structured small group instruction through guided reading in lower grades and extra practice with science tools and vocabulary for the 4th graders.

Last year, the ESL teacher implemented a push-in and pull-out program. PS 15 has rolling admission throughout the year, and new ELL students were placed in several different classrooms. This made it difficult to push-in to classes. By the end of the year, a full pull-out model was used to meet state mandated minutes for ELL students. ESL units focused on non-fiction and content vocabulary in the areas of science and social studies. This year we plan to have half push-in and half pull-out mandates. The pull-out program will target academic vocabulary in the content of science as well as inquiry-based, hands-on experiences to acquire and practice language in context.

During 2010-2011 we received Title III monies. We implemented an after school club for 25 ELLs taught by three P.S. 15 teachers. We met for two hours a week for twenty weeks. We learned about the game of Chess and the appropriate social skills and language to engage in playing games. Emphasis was placed on specific language, vocabulary, and writing skills. Students created their own chess boards, pieces and How-To books about Chess and we had a culminating showcase where they displayed their work for their parents. They also participated in a chess tournament and received prizes based on their ranking. The implementation of chess reinforced the concepts of an objective to a game, using strategies, thinking ahead, and explaining why they made a move. Teamwork, praise vocabulary, reading directions, and cooperation skills were highlighted as main points of instruction. This club included grades 2-5 and focused mainly on oral language skills and high-level thinking skills in a social and informal environment.

This year, Title III will be used to start an ESL Readers Theater Club. Emphasis in this club will be placed on reading fluency and expression, comprehension, dialogue and writing skills. Through readers theater, students can practice reading in a fun and entertaining environment where they can use Total Physical Response to act out what the characters are doing. This will help students engage more closely in their books when they read independently. Students will practice readers theater books and eventually write their own play using the scaffolds from previous plays. Students will have the opportunity to engage in creative and interactive activities such as theater games, while practicing oral and written language and fluency skills. We plan to have a culminating performance and dinner this year which will involve the parents and show off the new language skills of the ELLs.

Many enrichment programs are provided by the school or community based organizations. Several after school programs are offered to students of PS 15 including Project Cool (from the Grand Street Settlement Program), Jacob Riis Community Center, and the Boys and Girls Republic. Yeshiva University and NYU send students to work with ELLs and at-risk students one-on-one. Stan Curtis provides a resource, Blessings in a Backpack, to all students every Friday. During the holidays and at the end of the year, students are involved in grade level choruses, which are performed for the parents. The Mayor's Attendance Initiative also has provided the school with five

grandparents to mentor in the classrooms.

PS 15 has several enrichment through the arts programs. Arts For All works with K-2 classrooms once a week. A poetry group works with the 4th graders once a week in the spring. Rosie's Broadway Kids works with the 5th graders once a week in the spring. Moody sends volunteers to help in the classrooms on community art projects. The Manhattan New Music Project, funded by CASA, will be working with Project Cool in the after school program this year. The Marc Degarmo Dance Company will be working with classes through a language-based program called Literacy Through Dance. Learning Through an Expanded Arts Program (LEAP), a grades 3-5 program, includes literacy and social studies instruction through visual arts, dance, music, and drama. The Creative Artist Agency (CAA) provides volunteers as book buddies who work with children once a week for 40 minutes.

We are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available. Native Language materials are provided to students who are literate in their native language. Words Their Way is used as a vocabulary and spelling program. Foundations is used in the lower grades to help with pronunciation and phonics. The Online Acuity Program (4-6 years) is used as a reading intervention. TCWRP, 100 Book Challenge, FOSS Science, and the Everyday Math program are used in all classrooms as standard curriculum. The 100 book challenge provides extensive materials including individual skills cards for each child, incentives for extending time for on-task reading, and highly-targeted action planning.

With the newly created computer lab and library, teachers have access to a variety of programs and materials. The Smartboard Notebook program provides visual aids and interactive learning to ELLs. All grades 2-5 classrooms have Smartboards, including the ESL room and the Science room. Reading A-Z provides teachers resources to find books on the level of each child. This year we received 10 i-pads which are being used by teachers to document student conferences and assessments as well as providing an alternate way for students to practice word work through interactive word programs.

P.S. 15 is using a Free-standing ESL program only where students receive instruction in English 99% of the time. The ESL teacher uses Spanish with some low-level ELLs to guide understanding, but generally, native language is reserved for newcomers and beginners to allow them to feel comfortable in a new environment. Books are provided in native languages in the library and in the classrooms for ELLs. Picture dictionaries and dual language dictionaries are also available for ELLs as a reference.

The current pull-out program is configured so that levels and age groups align as closely as possible. Grade levels are mixed in the various groups. The program is based on comprehension strategies, whereas, students share the same concepts of information, but the readings and activities are differentiated based on proficiency level and grade level. For example, one group has 6 students, grades 1-3. When focusing on a reading, the 1st grade reading may be glossed for easier understanding. Similarly, the writing rubric for assessment is different when comparing across grade levels. For example, with the NYSESLAT, if 4th-5th graders are given the same writing assignment, 5th graders will be assessed by a higher level rubric than the 4th graders.

The ESL teacher, if available, or the Parent Coordinator assists newly enrolled students by giving tours of the building and, if possible, introduces the students to their new teacher. Parent meetings are available with the Parent Coordinator to answer any questions the students or parent may have. Once school starts, the ESL students join the newcomer group to learn about the school. Native language resources are distributed to their classrooms and a listening center is put in their classrooms. Curriculum Night, in September, is also a good way for parents and students to sit down with each teacher to discuss programming as well as during the monthly Eating, Sharing, Learning Program.

PS 15 is a primary school and therefore does not offer language electives. All classes are offered in English. Students receive library, technology, science, social studies inclusion (upper grades) and gym outside of their regular scheduled classroom time. Some mandated ESL students receive Speech-Language Therapy, SETSS, OT, and/or counseling.

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.

D.

The certified ESL teacher meets with classroom teachers at meetings and has open communication about student progress through e-mail and sharing of documents and assessments. The ESL teacher also offers Lunch and Learn sessions as part of the Title III program to share scaffolding techniques that can be used with their ELLs. The staff of PS 15, including the principal, out of classroom teachers, and paraprofessionals, are invited to attend ESL professional development. Information is provided and teachers are encouraged to attend off-site workshops provided by the UFT and organizations such as TC, TESOL and BETAC. Professional development is conducted by the ESL teacher at P.S. 15 on how to provide effective scaffolding for ELLs, as well as how to differentiate instruction to align with students' prior knowledge, and/or learning and language needs. Students in inclusion classes are assessed using their IEP.

During the Lunch and Learn sessions, strategies and scaffolds are provided to work with ELLs, including ELLs with special needs. Teachers also have the opportunity to review the NYSESLAT to understand what skills will be assessed at the end of the year. Together, teachers gather information from test samples to align instruction based on the required skills for their level. Effective strategies for teaching reading, sequence, main idea, theme, and understanding literary terms in types of writing, and writing language objectives will also be discussed in future professional developments. The ESL teacher also attends monthly professional development provided by the ELL Network Instructional Specialist (ELL NSS).

All staff members including the guidance counselors and the parent coordinator attend all professional developments including monthly faculty conferences.

In the fall, ELL parents receive information in their language on choices for Middle Schools in their neighborhood. They are also alerted to Middle School Fairs held in the evenings. Our Spanish speaking Guidance Counselor and Chinese Paraprofessional visit the fifth grade classes, informing students to encourage their parents about the importance of attending the fairs at various schools. At a specific evening we escort parents from PS 15 to the Middle School Fair. Translators accompany the group. This all happens before applications are due for Middle School Choice.

Each May, students receive a notice of acceptance at one of the schools of their choice. Letters are sent in Chinese, Bengali and Spanish to parents of our ELL students. At the end of the year, we encourage our students to visit the school they received their acceptance from. Many times the fifth grade teachers arrange a group visit.

In order to fulfill the requirement that special education teachers, general education teachers and special education paraprofessionals receive the 7.5 hours of strategies in teaching ELLs, we will have a school-wide study group. We will read several online articles concerning academic language and ESL students such as "Academic Language for English Language Learners and Struggling Readers" by Yvonne S. Freeman & David E. Freeman and the "ESL/Bilingual Resource Guide for Mainstream Teachers." These articles and discussions will provide strategies and understanding for improving vocabulary with children in K-5. It is clear that academic vocabulary plays an important roll in a child's future.

The study group will meet during lunch for 50 minutes beginning December 2011 for a total of 6-8 sessions. At the end of the study group, the team will compile a list of ELL strategies and sample lessons that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. We will share these ideas and view model lessons with our colleagues. A combination of the ELL book study and presentations at monthly grade level meetings will achieve the 7.5 hours of the mandated ELL training for those teachers that have not met their mandated time.

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?

E.

P.S. 15 has a welcoming parent coordinator, a parent resource room, and PTA room where parents are encouraged to use the computers and find information on local services. Up-to date school information is provided there so that parents are aware of what is happening in our school and what their choices are with regard to various programs offered at P.S. 15 and in the community. Parents are encouraged to visit classrooms and share their cultures through songs and food. PS 15 has about 4 volunteer parents who help the Parent Coordinator with activities such as Blessings in a Backpack. The PTA currently has about 20 active parents. The school is committed to increasing that number during the 2011-2012 school year.

Our school partners with many community based organizations to provide services to parents. Parents are referred to services that are assessed by the Parent Coordinator. For crisis situations, the Ryan Nena Health Station offers drug treatment programs, nutrition classes (through the WIC department), and workshops for parents around health issues. Every Parent Influences Children (EPIC) is another resource that teaches parenting workshops based on the idea that love is a powerful vitamin and they discuss the true meaning of love. Learning Leaders, a program coordinated by Beth Wells, also has a training for parents to work in the schools. A community church also provides many services for parents. They provide ESL services and classes, GED referrals, counseling, and free food on Wednesday evenings.

Last year we had two successful ESL parent-child gatherings: One was a parent dinner celebration to display the chess boards, pieces and books that the students created in the ESL Chess Club. The games were displayed for the parents, food was ordered, and parents also brought food to share. After dinner, students and parents played games together and we also had a raffle for families to have the opportunity to win games to take home. We also celebrated the tournament winners with prizes. The second gathering was a day in Central Park with family and parents. The Chess Club teachers planned an exciting day full of cooperative games in the park as a culmination to the ESL Chess Club.

This year, we plan to continue to have family gatherings and dinners including a Christmas dinner and Family Movie Nights, Game Nights, and Art Nights. PS 15 also offers many opportunities to talk with the principal and staff. Once a month, the school has LES (Learning, Eating, Sharing) in the mornings during first period where parents can come ask questions or raise concerns about the school, take with the principal, and observe a lesson in the classroom. Parent orientation is also given to parents of new ELL students so they can understand the process and choose the program that best suits them.

This year, we plan to continue to have family gatherings and dinners including a Christmas dinner and Family Movie Nights, Game Nights, and Art Nights. PS 15 also offers many opportunities to talk with the principal and staff. Once a month, the school has LES (Learning, Eating, Sharing) in the mornings during first period where parents can come ask questions or raise concerns about the school, take with the principal, and observe a lesson in the classroom. Parent orientation is also given to parents of new ELL students so they can understand the process and choose the program that best suits them.

We distribute information through monthly newsletters and flyers. Translation monies are used to translate flyers into Spanish, Chinese and Bengali. In addition, being able to provide translators benefits the school nurse as well, so she can communicate with the parents regarding medical information.

The Parent Coordinator uses many methods to evaluate the needs of the parents. The school sends home surveys on a variety of topics including domestic violence, homelessness, health, education needs, and job resources. At the beginning of the school year, an environment survey and a needs survey are sent home to parents. In this way, we can see what our parents need to make homelife better for their children including books for home or school uniforms. The Parent Coordinator is also always available to assess and support the needs of the parents. Her cell phone number is accessible to all parents 24 hours a day. She accompanies many parents to special services when they request specific help.

Our parent involment activities adress the needs of the parents by providing information fairs and information where services can be obtained in the neighborhood regarding many different topics such as health care, GED classes, parent workshops and after-school care. The school provides a Meet the teacher night in sept where parent can come and ask questions about the school and its programs. Learning, Eating, Sharing mornings are provided each month so parents can go into the classroom and experience what their child is doing on a daily basis. The school also provides Art, Game, and Movie nights so parents can have the opportunity to engae in the school community along with their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	1											6
Intermediate(I)		1	2	2										5
Advanced (A)			2	1	3	3								9
Total	4	2	5	3	3	3	0	0	0	0	0	0	0	20

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2	1	3				6
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

5.
B.

Running Records are used to determine independent reading levels based on the Fountas and Pinnell (F&P) classification system. The assessments are administered at least three times during the school term and more frequently as needed. Assessment results include information about reading accuracy, oral reading fluency, and comprehension. Student's writing development is measured with on-demand assessments.

With the new American Reading Company Program (100 Book Challenge), continuous formative assessment results in action plans for each individual student. Student progress is monitored weekly including benchmark data that correlates to their individual goals. Data also includes student strengths, weaknesses, progress over time, and progress compared to goals.

Over the course of last year, data was collected using the Foundations Program in decoding and running records. Our data indicates three main areas of need: vocabulary development, decoding/automaticity, and strategic reading comprehension.

We reviewed the State Math and ELA test results for grades three through five. With regard to ELA assessment data, we noticed that the ELL population's performance is comparable to the general population. Out of 12 current students who took it in 2011, eight scored a 2,

and four students scored below state standards at a 1. We deliver push-in and pull-out ESL services to move students towards proficiency to effectively respond to individual needs. Since we are continuing to see more and more non-fiction reading on the ELA, the implication for instruction indicates the need for more ESL instruction to be infused into the content area. In addition, teachers are using the Acuity Program to give individual tasks to students based on the skills that have been identified as needing more practice.

The data from the 2011 State Math test shows that ELLs at PS 15 are among the highest performers on the state Math tests. Out of 13 current students who took it in 2011, one scored a 4, three scored a 3, six scored a 2, and three scored below state standards at a 1. The one student who took the exam in his native language scored at a 2. Teachers use the item analysis to see successes and learning needs of individual students to create goals and drive instruction through small group work.

The data from the 2011 State Science test showed that ESL students score in the high percentile among their peers at PS 15. Of the 6 current students who took it in 2011, three scored a 3 and three scored a 2. The one student who took the exam in his native language scored at a 2.

According to 2011 NYSESLAT data, proficiency levels are rising with the grade level. Kindergarten has beginners. First grade has beginners and intermediates. Second grade has beginner through advanced. Third and Fourth grade have intermediate and advanced ELLs. Fifth grade ELLs all have an advanced English proficiency. This range in proficiencies means that the ESL pull-out program can be grouped by proficiency and grade level equally while differentiating within the small groups.

Across all grades and proficiency levels, the data patterns reveal that students at P.S.15 score at a much higher proficiency level in the listening and speaking components of the NYSESLAT as compared to the reading and writing components. Only 3 students received a "beginning" score on the speaking/listening section and they are all in Kindergarten and 1st grade. The beginning students performed higher in listening and speaking than in reading and writing. At the intermediate level, the students' performance gap between speaking and listening and reading and writing narrows. At the advanced level, while speaking and listening scores are higher, reading and writing scores are at or slightly below the speaking and listening levels.

The ELL Periodic Assessment has not been used at PS 15. This year we administered it in early October but have not yet received the data.

Leadership and teachers are using the results of the ELL and state assessments. All teachers participate in weekly grade level study groups to look at data and instruction. They focus on particular students, many times ELLs, and how they are progressing.

It was determined that students need more intensive instruction in writing and reading. We work in small groups and individual conferences to provide more individual instruction and teach our ELLs to read more accurately using systematic phonics, build vocabulary, achieve fluency, and strengthen comprehension. Students are reading more high-interest non-fiction books on their independent reading level that are similar to the texts found on the ELA interim assessment. ELL students are given daily writing practice to increase writing proficiency. New York University students from the America Reads program work with individual ELLs. Some of them use the student's native language to scaffold the ELL students.

Instruction in the P.S 15 ESL program is provided by a licensed ESL teacher. Instructional strategies include using a thematic or skills based curriculum approach, along with Total Physical Response, paired reading, guided reading, cooperative learning activities, graphic organizers, story dramatization, role playing, puppetry, and word work. The workshop reading and writing model is used with necessary scaffolding. Reading in the content area of math, science, and social studies is a strong focus especially in grades three through five. In all grades, accountable talk is utilized to give students more opportunities to speak, thereby increasing their vocabulary. The ESL teacher models academic language and uses various scaffolding strategies so that the students' language proficiency grows more complex. This allows students to gain confidence in reading and writing.

We evaluate the success of our ESL program by the yearly NYSESLAT scores as well as individual achievements that are seen in the classrooms. The ESL program can be measured in its three parts. The push-in/pull-out program is assessed through NYSESLAT scores, 100 Book Challenge levels and steps, F&P reading levels, oral participation, pre and post on-demand writing samples, and unit content and vocabulary/spelling assessments. The after school program success is measured by the student participation rate, written and oral presentation of projects, and use of correct vocabulary. The success of parent involvement is measured by parent participation rates, not only on field trips, but in attendance of workshops, meetings, and the ESL after school program.

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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

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Part VI: LAP Assurances

School Name: <u>PS 15 Roberto Clemente</u>		School DBN: <u>01M015</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Sanchez	Principal		11/28/11
	Assistant Principal		
Lanette Murphy	Parent Coordinator		11/28/11
Kimberly Kern	ESL Teacher		11/28/11
	Parent		
Jessica Andreu/ 1 st CTT	Teacher/Subject Area		11/28/11
	Teacher/Subject Area		
Laura Salmon	Coach		11/28/11
	Coach		
Francis Solis	Guidance Counselor		11/28/11
Dan Feigelson	Network Leader		11/28/11
Elayne Block	Other <u>SETSS</u>		11/28/11
	Other		
	Other		
	Other		

Requirement under Chancellor's Regulations – for all schools

DBN: 01M015 School Name: Roberto Clemente

Cluster: 2 Network: CFN 203

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.

P. S. 15 has a total of 20 ELLS. Parents of these children speak Spanish, Chinese, Urdu, Bengali, and French. This assessment was based on the review of the Home Language Survey conducted by the ELL teacher, and the (RHLA, RAPL) LEP Student Enrollment Report. At our staff development discussions it was determined that many teachers needed support in communicating with parents of these ELLS. Teachers write monthly newsletters explaining the class work and homework required of their students and upcoming educational trips. Parents need to be informed of what homework students are required to complete each night. Our principal writes a newsletter to all parents keeping them informed of school-wide activities such as monthly award assemblies and outstanding classroom activities. In order for parents to be aware of these special activities we need communication in Spanish, Chinese, Urdu, Bengali, and Arabic.

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.

According to the RAPL, we have 24 parents requesting Spanish written and oral translation, as well as 1 Bengali, 4 Chinese, 1 Arabic, and 1 Urdu. The RAPL preferred language report is shared with all faculty. The ELL teacher and parent coordinator help coordinate written and oral translation services. Through the emergency card process and registration process, information is recorded in ATS. Written translations must be given to parents describing educational trips planned as well as for after school activities available for help in homework. In this way the principal and teachers will have assurance that there is communication about the school's academic performance to ALL parents at P.S. 15.

Teachers indicated that it would be beneficial to have oral translators at our open school afternoon and night conferences in November and March. Translators could convey comments made by the teacher concerning the academic performance of the children as well as interpreting the various categories on the written report cards sent home. At this time it would be helpful to inform parents about the importance of City and

Statewide tests as well as promotional criteria. At the open school activities oral translators could be used for the PTA presentation. At this time information is discussed about parent involvement volunteering to work in the classroom and how their participation in school activities will benefit their child.

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.

- Use the Department of Education's Translation Services to obtain written translations of school notices that are prepared in advance
- Pay 2 school paraprofessionals per session to double check notice translations formed through the Power Translator Premium 14 program and translate last minute notices.

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.

We plan to use per-session funds for bilingual paraprofessionals to provide oral translation services. They are assigned to teachers for either the afternoon or evening parent open school night conferences to help parents communicate with the teachers. Parents will be able to ask questions pertaining to their child's progress via the interpreter that they might otherwise have been unable to ask. The bilingual ESL teacher and guidance counselor also help with oral translation when available.

At the PTA meetings it is important to have the ELL parents sit next to the translator to become better informed of how necessary it is to take an active role in school activities. Parents need to be made aware of the fact that an involved parent has a direct relationship to their child's academic performance. Hearing their native language spoken in school will make them feel more comfortable in attending school activities. Many teachers also uses the DOE provided service number for translation over the phone when speaking with parents. The parent coordinator helps with this process.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 15 fulfills Section VII of Chancellor's Regulations A-663 in the following ways:

- o We provide each parent with a copy of the Bill of Parent Rights and Responsibilities.
- o A sign is posted at the entrance of the school in Spanish, Chinese and Bengali indicating the availability of interpretation services.

We refer parents to the Department of Education's website in order for them to access information about translation services.