



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE DANIEL MUCATEL SCHOOL  
**DBN (i.e. 01M001):** 18K115  
**Principal:** LOREN BORGESE, PRINCIPAL ASSIGNED  
**Principal Email:** LBORGESE@SCHOOLS.NYC.GOV  
**Superintendent:** BEVERLY WILKINS  
**Network Leader:** JULIA BOVE

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Loren Borgese	*Principal or Designee	
Nerland Jeanniton	*UFT Chapter Leader or Designee	
Debra James	*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	
Abigail Antrobus-Vann	Member/ Parent	
Rosett McLean	Member/ Parent	
Gemma Barclay	Member/ Parent	
Joyce Johnson	Member/ Parent	
Janice Olivierre	Member/ Parent	
Jamillia Boothe	Member/ Parent	
Jennifer Troman	Member/ Teacher/Chairperson	
Ivelisse Fanas	Member/ Teacher	
Jennifer Levins	Member/ Teacher	
Tamella Trapp	Member/ Teacher	
Sandra Robinson	Member/ Paraprofessional	
	Member/	
	Member/	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**English Language Arts:** By June 2014, there will be an increase of 5% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including: unit assessments, unit tasks, class work, observations, DRA, report cards, and the NYS ELA assessment.

### Comprehensive Needs Assessment

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

The 2012-2013 Progress Report indicated that student progress in English Language Arts was a “D.” School-wide utilization of the DRA assessments revealed that on each grade there were a significant number of students that fell below the prescribed benchmark throughout the school year. Making use of performance tasks proved to greatly enhance teachers’ understanding of specific skills on which they had to focus to ensure that growth was achieved. There was a need to increase the number of performance tasks completed throughout the school year to at least three per grade per school year to provide the opportunity for students to apply the newly acquired skills to new learning situations.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

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

- A scale score range of 288 on the 2013 grade 3 NYS ELA assessment
- A scale score 287 on the 2013 grade 4 NYS ELA assessment

2. Independent Reading: Continue to focus on school-wide conferencing that is aligned with the CCLS to guide independent reading and writing.

3. Focus on Assessments: Examine current reading and writing assessments to continue to develop a consistent school wide ELA assessments plan. This will be done by further improving and streamlining assessment tools [i.e. Classroom Binders, running records, Brigance (for Pre-K and K), unit assessments, DRA] and by establishing a school-wide goal-setting practice in reading and writing as well as the use of reading and writing rubrics as an effective assessment tool. DRA (the standard ELA assessment tool for Kindergarten through 5<sup>th</sup> grade) will strongly support differentiation of student learning goals which will result in improved student success on all levels. This year we will utilize STARS and iReady in order to organize DRA data and inform instruction.

4. The Literacy Committee: To build on what was established during the 2011-2012 and 2012-2013 school years, we will continue to improve ELA teaching practices by further developing our ELA Committee. Headed by the ELA coach and made up of teachers who have demonstrated strong interest and expertise in reading and writing. This team will deepen communication with teachers, coaches and supervisors about the staff’s instructional needs in the areas of reading and writing and how they relate to science, social studies and Mathematics. A key part of this committee’s purpose will be to determine professional development, coordinate classroom inter-visitations and lesson modeling. The Literacy team will continue to examine the CCLS and ReadyGen and turn-key the information to the teachers. Professional development in ELA will include student conferencing, establishing an inter-visitation program for the sharing of best practices, and improving the organization and use of classroom and resource room libraries.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Collaborative planning time: Administration, Staff Developer, grade level teacher teams
2. Independent Reading: Sophie Trecker, Staff Developer from Literacy Associates funded by Target grant and ELA Coach
3. Focus on Assessments: Data Team, ELA Coach, STARS and iReady to organize DRA data and inform instruction

4. *The Literacy Committee:* Headed by the ELA coach and made up of teachers who have demonstrated strong interest and expertise in reading and writing.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. *Collaborative planning time* – weekly grade level teams will track ongoing data of identified students to ensure progress
2. *Independent Reading:* Progress will be evaluated through a variety of instruments, including: unit assessments, unit tasks, class work, observations, DRA, report cards, and the NYS ELA assessment.
3. *Focus on Assessments:* Data Team will examine data including, but not limited to: ReadyGen unit tasks, DRA, iReady assessments, student report cards, conference notes, baseline assessments, third grade Performance Series.
4. *The Literacy Committee:* Data gathered from ReadyGen unit tasks will assist in the evaluation of student progress.

**D. Timeline for implementation and completion including start and end dates**

1. *Collaborative planning teams tracking student progress; Sept 2013- June 2014*
2. *Independent Reading:* Professional Development funded by the Target grant will begin in October 2013 and will conclude in late spring 2014. The ELA Coach will support this professional development throughout the school year.
3. *Focus on Assessments:* Ongoing September 2013 through June 2014
4. *The Literacy Committee:* Professional development will begin in July 2013 and continue through June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. *Collaborative grade level classroom teacher teams IX weekly from Sept – June*
2. *Independent Reading:* Through a Target grant of \$25,000 in 2013 we were able to enlist a staff developer who worked with teachers in improving their method of conferencing. The remaining funds from this grant will be used to continue this professional development to include independent reading.
3. *Focus on Assessments:* Data Team utilizes TTIP and weekly common preparation periods to examine data and make informed instructional decisions.
4. *The Literacy Committee:* The Literacy Committee is composed of the Literacy Coach and seven teachers (one classroom teacher per grade plus a cluster representative). The committee meets two times per month for ten months for a 50 minute period each. Committee members turn-key at monthly grade meetings held during common preparation periods. Through Professional Development throughout the school year, provided by ReadyGEN’s Core initiative, teachers will deepen their knowledge of the Common Core Learning Standards and best teaching practices.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

See Parental Involvement Policy pages 20-23 at the end of this document.

Strategies include, but are not limited to:

- 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 assistance to parents in understanding City, State and Federal standards and assessment;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing assistance in understanding strategies and materials utilized in the reading of complex text;
- Parent workshops are conducted during the school day, in the evening and on Saturday twice yearly to support parents in the Common Core Learning Standards and assessment policies for English Language Arts.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Set Aside	X	Grants
---	----------	---	----------	---	-----------	---	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

As a Schoolwide Programs (SWP) school in NYC we conceptually consolidate all of our Federal, State, and Local funds. These include but are not limited to: All Tax Levy finds, Contract for Excellence FY09, PreK, PreK Title I, School Support Supplement, Sequester Census Title I SWP, Sequester Census Title IIA, Title I SWP, Title II Translation Services, Title IIA Supplemental, Title III LEP, and Universal PreK.

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

**Mathematics:** By June 2014, there will be an increase of 5% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including but not limited to: the math baseline, unit assessments, periodic assessments, class work, tasks, observations, mathematics team leader support, report cards, and the NYS Math assessment.

#### **Comprehensive Needs Assessment**

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

The 2012-2013 Progress Report indicated that student progress in Mathematics was a “D” with 31% achieving at level 3 or 4 in Math. Our goal is to improve mathematics instruction through Teacher Professional Development in order to deepen both their mathematical content knowledge as well as their teaching of mathematics while implementing the Core program of *Go Math!*. This would lead to an improvement in student performance in mathematics. This was determined through tracking of formal and informal observations which provided very clear instructional needs both for teachers and students. Additionally, a majority of teachers requested support in developing math investigations and tasks. The mathematics coach provided in-class staff development in math investigations which in turn improved mathematical discourse and mathematical content knowledge. Teachers met collaboratively to develop tasks and invited the math coach in to develop understanding of content and process.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

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

- A scale score range of 283 on the 2013 grade 3 NYS Math assessment
- A scale score 283 on the 2013 grade 4 NYS Math assessment

2. *The Math Committee:* To build on what was established during the 2011-2012 and 2012-2013 school years, we will continue to improve mathematical teaching practices by further developing our Math Committee. Headed by the mathematics team leader and made up of teachers who have demonstrated strong interest and expertise in Mathematics, this team will deepen communication between teachers, coaches and supervisors about the staff’s instructional needs in the area of mathematics and how they relate to literacy, science and social studies. A key part of this team’s purpose will be to determine professional development, coordinate classroom inter-visitations and lesson modeling to further develop mathematical content and help to enrich the teaching of mathematics. Professional development in math will include *Go Math!* (provided by the DOE and the mathematics committee supported by the mathematics team leader), student conferencing based on the model used in English Language Arts, and establishing an inter-visitation program for the sharing of best practices.

3. Focus on Assessments: Examine current mathematical assessments to develop a series of consistent school-wide Mathematics assessments. This will be done by further improving and streamlining assessment tools [i.e. Classroom Binders, Math beginning, middle and end of Chapter Assessments, Formative beginning and mid chapter assessments and daily quick checks, and by establishing a school-wide goal setting practice in mathematics as well as the use of mathematics rubrics as an effective assessment tool.
4. Development of Conferencing in Mathematics: From April 2013 through June, 2013, teachers attended professional development in conferencing in reading and writing. Teachers shared information with grade teams and in turn will implement conference notes using methods learned for mathematics as well.

## **2. Key personnel and other resources used to implement each strategy/activity**

1. Collaboration: Grade level teachers, Coach and Administration multiple data resources from end of unit exams, performance tasks, periodic assessments
2. The Math Committee: The math committee will consist of administrators, Coaches, Math team leader, teacher leaders.
3. Focus on Assessments: Administrators, coach, Math team leader, teachers
4. Development of Conferencing in Mathematics: Administrators, Coach, Math team leader, Lead Teachers, inter-visitations

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Collaboration: Deeper collaborative analysis of learning outcomes to improve mathematical instruction. (throughout the 2013-2014 school year)
2. The Math Committee: The committee team members will meet to share information from Go Math Professional Development provided by the Department of Education. The committee will bring information back to their grade teams to discuss and implement in their classrooms. Teacher teams will meet regularly during common planning periods and during TTIP to reflect on best practices, assessments, and RTI. Teacher feedback and Administrator observations will be used to measure implementation and measure outcomes.
3. Focus on Assessments: Teachers will use the RTI model in mathematics to assist children daily to improve their understanding of concepts and ability to solve problems. Teachers administer mathematical baselines, beginning and mid chapter assessments to assess the students formatively. End of unit assessments along with math performance tasks will be used to assess student growth. Teachers will meet to discuss trends and strategies that can be used to help students improve.
4. Development of Conferencing in Mathematics: Conference notes, student work

Expected impact on student achievement:

- 60% of students in grades 3, 4, and 5 will demonstrate proficiency in Math skills (by June 2014)
- Deepening teacher mathematical understanding will help increase student mathematical thinking which will help prepare them for the Common Core Learning Standards in Mathematics and Go Math! Core program. (throughout the 2013-2014 school year)
- Through goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.(June, 2014)
- Utilize mathematical conferences and rubrics so that students can set clear expectations to achieve high levels of work in mathematics. Students will produce more meaningful work products.(by June 2014)

## **4. Timeline for implementation and completion including start and end dates**

1. Collaboration: Deeper collaborative analysis of learning outcomes to improve mathematical instruction. (throughout the 2013-2014 school year)
2. The Math Committee: Teachers and administrators will continue to attend the Go Math professional development provided by the Department of Education. (July 2013 – June 2014)
3. Focus on Assessments: The assessment team will meet regularly throughout the year to review school-wide data, look at trends and make recommendations.
4. Development of Conferencing in Mathematics: Teachers have been trained in Conferencing in ELA and will now implement in the mathematics block. Teachers can use quick checks in Go Math to help begin the conference and then form small groups based on students' needs. Math conferences are ongoing. Best practices are discussed during common planning meetings. Teachers have made recording tools to help with the management of conferencing.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Collaboration of grade level teacher teams meeting one X per week, Coach and AP
2. The Math Committee: The Mathematics Committee is composed of the Mathematics team Leader and seven teachers (one classroom teacher per grade plus a cluster representative). The committee meets two times per month for ten months for a 50 minute period each. Common planning periods have been scheduled for turn-keying information as well as discussing new ideas and strategies that reflect the shifts in mathematics in order to improve mathematics instruction.
3. Focus on Assessments: The assessment team will meet on a regular basis to discuss new data.
4. Development of Conferencing in Mathematics: Conferencing is discussed in the common planning meetings. This data is also used to inform the assessment team of strengths and developing strengths across the grades.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See Parental Involvement Policy pages 20-23 at the end of this document

Strategies include, but are not limited to:

- 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 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;
- Parent workshops are conducted during the school day, in the evening and on Saturday twice yearly to support parents in understanding the rigor shifts in the Common Core Learning Standards and assessment policies for Mathematics.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

As a Schoolwide Programs (SWP) school in NYC we conceptually consolidate all of our Federal, State, and Local funds. These include but are not limited to: All Tax

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

**School Safety & Discipline:** By June 2014, there will be a decrease of 10% in the number of student suspensions compared to the 2012-2013 school year. By June 2014, there will be a decrease of 10% in our Level 4 and 5 incidents, a decrease of 10% in the number of incidents that take place in the classroom and a decrease of 10% in the number of incidents in the student cafeteria as evidenced in ORRS.

#### **Comprehensive Needs Assessment**

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

A review of the Learning Environment Survey showed that 39% of parents who took the survey felt that their children were safe at school. After an examination of OORS/SOHO data to determine what our strengths and weaknesses are with regards to student discipline the School Safety and Discipline Committee determined that a majority of occurrences took place during the afternoon hours, specifically during the lunch periods.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Data Driven Approach: P.S. 115 will continue to use OORS/SOHO data to determine what our strengths and weaknesses are with regards to student discipline. This data will examine location of occurrences, time of day that occurrences take place, high occurrence months as well as repeat offenders within the school building. We will also use this data to isolate target groups of at-risk students using a recidivist tracking sheet which was developed by our safety team to monitor and track student progress.
2. School Wide Programs: P.S. 115 will continue to build on already established school wide programs such as *our Respect for All Anti-Bullying Initiative*. This initiative will kick off during our Halloween Character Day Parade and Family Character Dance and will continue throughout the school year. In February 2014, our third RFA event will kick off and tie in with the 100 Days, 100 Good deeds class poster contest and Dance. We will create a “Wall of Honor” highlighting exemplary positive student behavior. These initiatives will help promote respect for diversity and engage students in meaningful lessons and/or other activities that focus on preventing bias-based harassment, intimidation and/or bullying.
3. Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions: Students who continue to engage in negative behaviors will receive interventions following a ladder of discipline using restorative approaches to discipline. Utilizing our guidance department, intervention specialist and members of the SSST team, students will engage in a peer mediation program which will include a trained group of students from our student council. These character building exercises will help students to develop an understanding of the positive role they can play within the community as they grow and develop into adults. As an alternative to student suspensions, P.S. 115 will continue to implement lunch time detention programs which are staffed by teacher volunteers.
4. Staff Professional Development: Staff at P.S. 115 will engage in professional development in early fall in regards to the NYC Discipline Code. This will give them a greater sense of responsibility and understanding as to the range of disciplinary actions that students are subject to when violating the student code Data

Driven Approach: of conduct. They will also be given grade specific lesson plans to teach the discipline code to their students. Additionally, training has begun for staff, students and parents with a focus on emergency preparedness in all NYC Public Schools. The citywide General Response Protocol will help prepare our school community for three different types of responses to emergencies that may occur: evacuation, shelter-in, and lockdown.

**2. Key personnel and other resources used to implement each strategy/activity**

1. School Wide Programs Data Driven Approach: Intervention Specialist, Administration, Guidance and selected teachers
2. School Wide Programs: Respect for all Committee which includes Intervention Specialist, Guidance counselor, Parent Coordinator and selected teachers
3. Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions: Guidance Counselor, Intervention Specialist, SSST and administration
4. Staff Professional Development: BRT Team, Administration, Intervention Specialist, Parent Coordinator and Guidance Counselor

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Data Driven Approach: OORS/SOHO data reviewed and analyzed during monthly safety meetings
2. School Wide Programs: There will be a decrease in bias-based harassment, intimidation and/or bullying. The “Wall of Honor” will display a large number of students’ exemplary behaviors.
3. Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions: Analysis of the success of the Peer mediation program coupled with a decrease in the number of occurrences
4. Staff Professional Development: BRT debriefing after periodic safety drills, a decrease in the number of classroom occurrences

**4. Timeline for implementation and completion including start and end dates**

1. Data Driven Approach: Monthly throughout the 2013-2014 school year
2. School Wide Programs: Throughout the 2013-2014 school year
3. Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions: Throughout the 2013-2014 school year
4. Staff Professional Development: Mandatory refresher course for General Response Protocol (GRP) procedures, September 2013. Ongoing professional development throughout the school year

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Data Driven Approach: Monthly School Safety and monthly Building Response Team (BRT) meetings throughout the school year during the school day for 50 minutes each. The Building Response Team is comprised of the Intervention Specialist, Assistant Principal, Parent Coordinator, Literacy Coach, Guidance Counselor and two cluster teachers. The School Safety team is comprised of the Principal Assigned, Assistant Principal, Intervention Specialist, UFT Representative, Physical Education cluster teacher, Custodian, Guidance Counselor, Parent Coordinator, PTA President and School Safety Officer.
2. School Wide Programs: Monthly School Safety and monthly Building Response Team (BRT) meetings throughout the school year during the school day for 50 minutes each. The Building Response Team is comprised of the Intervention Specialist, Assistant Principal, Parent Coordinator, Literacy Coach, Guidance Counselor and two cluster teachers. The School Safety team is comprised of the Principal Assigned, Assistant Principal, Intervention Specialist, UFT

Representative, Physical Education cluster teacher, Custodian, Guidance Counselor, Parent Coordinator, PTA President and School Safety Officer.

3. Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions: Monthly School Safety and monthly Building Response Team (BRT) meetings throughout the school year during the school day for 50 minutes each. The Building Response Team is comprised of the Intervention Specialist, Assistant Principal, Parent Coordinator, Literacy Coach, Guidance Counselor and two cluster teachers. The School Safety team is comprised of the Principal Assigned, Assistant Principal, Intervention Specialist, UFT Representative, Physical Education cluster teacher, Custodian, Guidance Counselor, Parent Coordinator, PTA President and School Safety Officer.
4. Staff Professional Development: Ongoing professional development at grade meetings (during common preparation periods), at faculty conferences, on Chancellor's Professional Development days throughout the school year

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See Parental Involvement Policy pages 20-23 at the end of this document

Strategies include, but are not limited to:

- The Parent Coordinator, Intervention Specialist, Guidance Counselor and other members of the School Safety Team and Building Response Team conduct parent workshops during the school day, in the evening and on Saturdays four times during the school year with topics that include, but are not limited to: 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. Translators are provided at these workshops as needed;
- 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;
- Schedule 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

As a Schoolwide Programs (SWP) school in NYC we conceptually consolidate all of our Federal, State, and Local funds. These include but are not limited to: All Tax Levy finds, Contract for Excellence FY09, PreK, PreK Title I, School Support Supplement, Sequester Census Title I SWP, Sequester Census Title IIA, Title I SWP, Title II Translation Services, Title IIA Supplemental, Title III LEP, and Universal PreK.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" 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
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 5. **Strategies/activities that encompass the needs of identified subgroups**

1.

- 6. **Key personnel and other resources used to implement each strategy/activity**

1.

- 7. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- 8. **Timeline for implementation and completion including start and end dates**

1.

- 9. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended SETSS (not on IEP) for at-risk students without or in addition to an IEP (Wilson)	Small group and one-to-one instruction	During the school day
	Non-mandated speech for at-risk students without or in addition to an IEP	Small group and one-to-one instruction	During the school day
	Extended Day Literacy and test-taking strategies for at-risk students	Small group instruction	Provided during two 50-minute periods per week before the school day
	“Foundations: and RTI instruction in phonics for at-risk students	Small group and one-to-one instruction	During the school day
	Leap Frog Literacy using technology	One-to-instruction	During the school day
	Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students	Team-teaching	During the school Day
	Saturday Institute for all ELLs in Kindergarten through grade five and at-risk students in grades three through five  iReady computer program utilized during Extended Day and Saturday Institute as well as during the school day for at-risk students	Small group and one-to-one instruction  One-to-one instruction	Three hours a week on Saturday mornings  Provided during two 50-minute periods per week before the school day, three hours a week on Saturday mornings , and during the school day
<b>Mathematics</b>	Extended SETSS (not on IEP) for at-risk students without or in addition to an IEP (Wilson)	Small group and one-to-one instruction	During the school day
	Extended Day Literacy and test-taking strategies for at-risk students	Small group instruction	Provided during two 50-minute periods per week before the school day
	Leap Frog Math using technology	One-to-instruction	During the school day
	Math Team leader models lessons and team-	Team-teaching	During the school day

	<p>teaches with teachers of classes containing at-risk students</p> <p>Saturday Institute for all ELLs in Kindergarten through grade five and at-risk students in grades three through five</p> <p>iReady computer program utilized during Extended Day and Saturday Institute as well as during the school day for at-risk students</p>	<p>Small group and one-to-one instruction</p> <p>One-to-one instruction</p>	<p>Three hours a week on Saturday mornings</p> <p>Provided during two 50-minute periods per week before the school day, three hours a week on Saturday mornings , and during the school day</p>
<b>Science</b>	<p>Science Cluster Teacher provides additional instructional support and instruction in test-taking strategies to at-risk students</p> <p>Extended Science Lab time is provided by the Science Cluster Teacher to students in grade five who have not met the standards on the fourth grade NYS Elementary Level Science Exam (ELSE)</p> <p>After-School Science Institute for ELL and non-ELL students in grade four</p>	<p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p>	<p>During the school day</p> <p>During the school day</p> <p>Three hours a week on Saturday mornings</p>
<b>Social Studies</b>	<p>Literacy/Social Studies Coach provides additional instructional support and instruction in test-taking strategies to at-risk students</p>	<p>Small group instruction</p>	<p>During the school day</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Guidance is provided to at-risk students without an IEP including Students in Temporary Housing</p> <p>Students demonstrating attendance patterns which indicate at-risk behavior are provided with guidance counseling.</p> <p>School counselors will provide non-mandated guidance and crisis Counseling to</p>	<p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>

	at-risk students	Individual	During the school day
	The school psychologists will offer clinical services, agency referrals, <b>and</b> educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.		
	Social Workers will provide counseling services to at risk students. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.	Individual and/or small group	During the school day
	Asthma workshops are conducted by the School Nurse for at-risk students	Individual and/or small group	During the school day
	Nutrition workshops are conducted by the School Nurse for at-risk students	Individual and/or small group	During the school day
	Health related services are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.	Individual and/or small group	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Through Professional Development throughout the school year, provided by ReadyGEN's Core initiative, teachers and paraprofessionals will deepen their knowledge of the Common Core Learning Standards and best teaching practices. Professional development in math will include *Go Math!* (provided by the DOE and the mathematics committee supported by the mathematics team leader), student conferencing based on the model used in English Language Arts, and establishing an inter-visitation program for the sharing of best practices.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Schoolwide Programs (SWP) school in NYC we conceptually consolidate all of our Federal, State, and Local funds. These include but are not limited to: All Tax Levy finds, Contract for Excellence FY09, PreK, PreK Title I, School Support Supplement, Sequester Census Title I SWP, Sequester Census Title IIA, Title I SWP, Title II Translation Services, Title IIA Supplemental, Title III LEP, and Universal PreK.

The services that will be provided to the STH population include, but are not limited to:

- Conduct an intake meeting with parents/guardians of STH to address any needs that the parents/guardians and/or the students might have.
- Assist parents in completing Residency Questionnaire.
- Ensure that students receive transportation to and from school for regular school days and any extra-curricular school functions.
- Provide school supplies as needed.
- One to one and /or group counseling.
- Conduct student groups which address issues such as Conflict Resolution and Violence Intervention and Prevention.
- Ensure that STH are able to participate in all field trips, school activities and class projects, providing funds if necessary.
- Provide parents and students information regarding after-school programs.
- Provide parents and students information regarding community-based organizations and facilities (e.g. health care, mental health, recreation, etc.)
- Monitor academic progress and ensure that STH receive any Academic Intervention Services as needed.
- Conduct professional development and sensitivity training for all staff, including Administration, pedagogical staff, school aides, paraprofessionals, nurses, security and custodial staff.

Our Violence Prevention programs include but are not limited to: Parent workshops on anti-bullying, gang

awareness, and cyber bullying. Student programs include “respect for All” assemblies and activities, classroom visits by the Intervention Specialist and Guidance Counselor, visits and assemblies by local law enforcement, and non-mandated counseling for at-risk students.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Parent Corps conducts workshops for parents of Pre-Kindergarten children and conducts a sixteen-week program with our PreK students

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Our ELA Committee headed by the ELA coach and made up of teachers who have demonstrated strong interest and expertise in reading and writing, examines current reading and writing assessments to continue to develop a consistent school wide ELA assessments plan. This will be done by further improving and streamlining assessment tools [i.e. Classroom Binders, running records, Brigance (for Pre-K and K), unit assessments, DRA] and by establishing a school-wide goal-setting practice in reading and writing as well as the use of reading and writing rubrics as an effective assessment tool. DRA (the standard ELA assessment tool for Kindergarten through 5<sup>th</sup> grade) will strongly support differentiation of student learning goals which will result in improved student success on all levels. This year we will utilize STARS and iReady in order to organize DRA data and inform instruction.
- Our Mathematics Committee headed by the mathematics team leader and made up of teachers who have demonstrated strong interest and expertise in Mathematics examines current mathematics assessments to continue to develop a consistent school wide Mathematics assessments plan. This team will deepen communication between teachers, Mathematics Team leader and supervisors about mathematics assessments, the use of data to drive instruction and the staff’s instructional needs in the area of mathematics and how they relate to literacy, science and social studies.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## PARENT INVOLVEMENT POLICY

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

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

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

In developing P.S.115's 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 to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> 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 for instructional materials for parents;
- Hosting events to support, parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- 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;
- Distributing parent surveys to assess the needs and wants of parents;
- Creating incentives that will help parents reinforce what is taught during the school day.
- Increasing the ARIS and school website usage to communicate and further engage parents/guardians in all academic areas.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**SCHOOL-PARENT COMPACT**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*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.

This Parental Involvement Policy (including the School-Parent Compact) was distributed for review by the Title 1 Parent Advisory Committee on October 16, 2013.

The Parent Involvement Policy was updated on Tuesday, November 12, 2013.

The final version of this document will be distributed to the school community on Tuesday, December 10, 2013 and will be available on file in the Parent Coordinator's office.

•

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>115</b>
School Name <b>The Daniel Mucatel School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Loren Borgese, Prin. Assigned</b>	Assistant Principal <b>Nicole Green</b>
Coach <b>Deborah Marra</b>	Coach <b>type here</b>
ESL Teacher <b>Joanne Saint-Preux</b>	Guidance Counselor <b>Meridith Moran</b>
Teacher/Subject Area <b>Tamella Trapp, Second Grade</b>	Parent <b>Shaoying Wong-Getzel</b>
Teacher/Subject Area <b>Pauline DiPerna, Fifth Grade</b>	Parent Coordinator <b>Jayne Sclavos</b>
Related Service Provider <b>Georgiana Lombardi, SETSS</b>	Other <b>Ivelisse Fanas, Science</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1113</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>3.41%</b>
--	-------------	----------------------	-----------	---	--------------

## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	2	2	3	2	2								13
SELECT ONE														0
<b>Total</b>	2	2	2	3	2	2	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	8
SIFE	2	ELLs receiving service 4-6 years	2	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	36	2	0	2	0	0	0	0	0	38
Total	36	2	0	2	0	0	0	0	0	38

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	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
Chinese	1	1				1								3
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	1	1		1								7
Haitian	4	1	4	3	5	3								20
French	1	1	1		1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
<b>TOTAL</b>	9	6	6	6	6	5	0	0	0	0	0	0	0	38

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	8	4	1	2	1	2								18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	3	2	2	1								11
Advanced (A)	0	0	2	2	3	2								9
Total	9	6	6	6	6	5	0	0	0	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	!Und
4	2	2	0	0	
5	4	1	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2		0		0		
4	3		1		1		0		
5	5		2		0		0		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		3		0		
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The DRA is used as a baseline assessment. If students have no English language whatsoever, the LAB-R is the sole assessment tool. Periodic Assessments are administered in all subject areas. Teachers keep running records (DRA) and portfolio assessments, as well. Students with Disabilities are evaluated as per their IEP.

The results of these assessments drive small group instruction, as in the formation of guided reading groups. They can also be utilized as an indicator of academic intervention, when needed. DRA also measures fluency. A child is given a passage to read and during that time, the teacher takes notes on oral mistakes, omissions and self-corrections in order to gauge areas of strength and areas that need improvement. In order to monitor the progress of ELL students throughout the course of the school year, the ESL teacher uses portfolios, rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests. The ESL teacher collaborates with the ELL child's classroom teacher regarding ELL student progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets in RMNR is not available as of (dates of signatures on assurance page) no other information is necessary.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that, in most instances, literacy skill development in both reading and writing scores are lower than speaking and listening development.

B. School Leadership Team meets regularly to discuss the results of the ELL Periodic Assessments. The periodic assessments enable us to examine the strengths and weaknesses of each student. We can also determine if the student is an auditory or visual learner. With this knowledge, we can create differentiated lessons that address the needs of all students. We use Curriculum Maps to measure each ELL's progress in Listening, Speaking, Reading and Writing. Teachers of ELLs meet regularly to discuss and address the needs of each individual student. Planning to meet the needs of each ELL is based upon teacher observations, student class work, homework, class participation, content area assessments and ELL Assessments, in addition to individual student abilities and capabilities.

C. The results of the ELL Periodic Assessments are used to drive instruction in areas of student strength and weakness. School leadership and teachers are using the results of the ELL Periodic Assessments as part of Inquiry Team Data in order to assess student weaknesses and strengths. We also use the periodic assessment to design the test prep activities that would be most beneficial to the improvement of NYSESLAT as well as ELA, Math and Science scores.

As we are a free-standing ESL program, native language is not used instructionally with the exception of picture dictionaries, translation glossaries and native language literature to enhance literacy skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

With the use of RTI model P.S. 115's goals are to build on more effective individualized instructional programs. Beyond screening and identification for ESL services to support language development, the ELL student takes part in the RTI screening to assess whether his/her literacy skills and competencies are meeting grade level bench marks. If the student is flagged as at-risk or below the grade level bench mark, the student will receive target instructional support to develop in the specific content area. P.S. 115 use DRAs as the baseline ELA assessment tool for all grades. Besides an informal interview, LAB-R is used solely for non-English speakers. Periodic assessments are used throughout the year to enable us to determine the strengths and weaknesses of each student.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, concerns, and ESL techniques. The ESL teacher continues to monitor the progress and the language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, additional services are provided. Teachers of ELLs meet regularly to address the needs of each individual student. Meeting the needs of each ELL is based upon teacher observations; student class work, homework, and in class participation. In addition, each teacher differentiates the lessons according to student need to facilitate comprehension along with the support of bilingual glossaries and visual prompts.

7. 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?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Periodic assessments enable us to determine the strengths and weaknesses of each student. They allow teachers to identify visual and auditory learners. With this knowledge, teachers create differentiated lessons that address the needs of each student. We also use Curriculum Maps which are incorporated in our new ELA program (Ready Gen) and our new Mathematics program (Go Math). ELL's progress in Listening, Speaking, Reading and Writing is measured. In addition, teachers of ELLs meet regularly to address the needs of each individual student. The success of our programs is evaluated through an examination of the NYSESLAT and NYS ELA assessments. There are fewer students achieving at the beginning level of the NYSESLAT and fewer students achieving at level one on the NYS ELA.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The parent/guardian of the newly enrolled child completes a Home Language Survey form in his/her native language. The HLIS form is provided by Ms. Saint-Preux, licensed ESL Teacher and/or a licensed pedagogue. If a HLIS form does not exist in the parent's native language, we obtain assistance in the form of a licensed pedagogue or administrator fluent in the parent/guardian's native language to assist in completing the HLIS form and conducting a native language interview. Translation services are readily available during the ELL Identification Process. After successfully completing the first part of the HLIS form, an informal parent-child interview and the formal initial assessment are then conducted by either Ms. Saint-Preux, licensed ESL teacher, (fluent in Haitian Creole), Ms. Wong-Getzel, a licensed classroom teacher (fluent in Cantonese and Mandarin), Mr. Santa, a licensed classroom teacher (fluent in Spanish) or one of our two licensed administrators; Principal Assigned Ms. Borgese, Assistant Principal Green (fluent in Spanish). In the event that we are unable to provide appropriate in-house translation services due to the parent's native language, we contact the Board of Education's Translation and Interpretation Center for trained assistance. The ELL Identification Process is completed within ten (10) school days of a child's initial enrollment as per CR Part 154. Students whose Home Language is Spanish and score below proficiency on the LAB-R, are administered the Spanish LAB-R to determine language dominance with the assistance of Ms. Cortijo and/or Mr. Santa who are certified teachers fluent in Spanish.

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.

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

The process begins when the certified ESL teacher, Ms. Saint-Preux, invites parents of newly admitted ELLs to a Parent Orientation meeting where they have the opportunity to view a short informational video in their native language and receive brochures in their native language, about the three program choices available to their child. They are encouraged to ask questions, voice concerns, and select one of the three instructional options. Parents are given an entitlement letter to inform them that their child is eligible for an ESL program and of the choices available. Parents must return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, alternate dates will be arranged. Telephone conferences will be scheduled upon parent request. Translators are available for all parent meetings including telephone conferences. Translation Unit at the NYCDOE is available to interpret for us free of charge. Records of parent attendance/nonattendance copies are kept in the ESL binder.

Parents must choose one of the following programs:

-Freestanding English as a Second Language-Students in this program receive all instruction in English. Language Arts is taught using ELA and ESL methodologies. Content area subjects are taught in English using ESL strategies. Bilingual glossaries are

provided.

-Transitional Bilingual Education-Initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all-English program. Presently, P.S. 115 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language-This is a language-enriched bilingual education program that integrates students who are native English speakers with native speakers of another language, for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language groups.

At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. If we do in the future, we will, as per the ASPIRA Consent Decree form a bilingual and/or dual language class.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL teacher, Ms. Saint-Preux, notifies parents of newly admitted ELLs in writing in their native language, informing them of their child's entitlement to ESL, Bilingual or Dual Language services. Ideally, this is done in person at the Parent Orientation. If the parent has not filled out the Parent Survey and Program selection, a reminder letter in their native language is sent home via their child and/or the mail and/or a bilingual staff member calls them to remind them to return it. The ESL teacher has determined that PS 115 has had 100% compliance in receiving the Parental Choice letters. However, in the event that a Parental Choice letter was is returned to the school, the ESL teacher or a bilingual staff member calls them to remind them to return it.

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.

The ESL teacher, Ms. Saint-Preux, notifies parents of newly admitted ELLs in writing in their native language, informing them of their child's entitlement to ESL, Bilingual or Dual Language services. Ideally, this is done in person at the Parent Orientation. If the parent has not filled out the Parent Survey and Program selection, a reminder letter in their native language is sent home via their child and/or the mail and/or a bilingual staff member calls them to remind them to return it. The ESL teacher has determined that PS 115 has had 100% compliance in receiving the Parental Choice letters. However, in the event that a Parental Choice letter was is returned to the school, the ESL teacher or a bilingual staff member calls them to remind them to return it.

In the event a Parental Choice letter was still not returned, the default would be a TBE as per CR Part 154. We enter the Parental Choice on the ELPC screen via ATS within twenty days.

Parents of continuing ELLs are informed in their native language of their child's continued eligibility for ESL and their child's level of proficiency based on the NYSESLAT from the previous spring. Parents of all ELLs are invited to a Parent Workshop at the beginning of the school year. At this meeting they learn about our school's ESL program, methods of instruction, goals of the program and expectations for their child. Parents of students, who are no longer entitled to ESL services because they achieved a level of Proficient on the NYSESLAT, are informed of their children's status in English and in their native language. The ESL teacher has determined that according to the Parental Choice documents on file, the ESL program at P.S. 115 is aligned 100% with the parental requests on the Parent Survey and Selection Form. All parents have chosen English as a Second Language as the program of choice for their children. Presently, we do not have plans to change/add programs available to ELLs since we are in total alignment with Parent Choice. At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. In the future, we will, as per the ASPIRA Consent Decree add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on two contiguous grades, requested it.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Eligibility for continuing ELLs is determined by using a formal NYS assessment exam. To ensure the exam is administered to all

eligible students, we access these ATS reports: RLER, RMNR, RLBR, RBPS, RPOB and RYOS. The NYSESLAT (New York State

English as a Second Language Achievement Test) is administered each spring by certified pedagogical staff. Detailed NYSESLAT "Entitled Student" lists are compiled and then are used to cross-reference date and exam segment administered to each student, to ensure all students take all four parts of the exam. Parents are informed in English and in their native language of the four components of the NYSESLAT, and of the test dates. The certified ESL teacher and the parents work together to ensure that all four components of the NYSESLAT are administered to all eligible students. The proficiency levels of students and ESL placement for the coming school year are based on the results of this exam. ELLs that continue to score below Proficient continue to be entitled to ESL services. ELLs scoring at or above Proficient are no longer entitled to ESL services. Our school notifies parents in English and in their native language prior to the exam about testing dates and purpose of the NYSESLAT.

6. 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.) 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.  The program choice for the parents of ELLs at P.S. 115 continues to be ESL Only. In the past five years, all (100%) of the parents have chosen "ESL Only" on the Parent Selection Forms. This corresponds to approximately ninety-five parents. Presently, we do not have plans to change/add programs available to ELLs since we are in total alignment with Parent Choice. At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. In the future, we will, as per the ASPIRA Consent Decree add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on two contiguous grades, requested it.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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

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)?

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

Targeted and differentiation of instruction is used in all subject areas to ensure that all learners are reached. School leadership and teachers use the results of the Periodic Assessments to drive instruction. Instructional approaches and methods used to make content comprehensible and to enrich language development include strong cognitive involvement, as well as contextual support. Language in the content areas is amplified. Teachers continue to emphasize the use of "scaffolding strategies" for all ELL subgroups. These include: bridging, modeling, contextualization, meta-cognitive development and text re-presentation. Educators at P.S 115 combine the principles of second language learning with the language development necessary for success in content area classes. This allows students to learn content area material while simultaneously developing English skills. Proficiency in the English language is essential in order to meet the Common Core Learning Standards in academic content areas. This is the explicit goal of the school leadership and teachers of our school. Teachers of ELLs at P.S. 115 utilize in the Ready Gen series which includes textbooks, student workbooks with original stories, poetry, reading comprehension activities and assessment guides. For Mathematics Go Math is used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When an ELL student registers in the NYC Public Schools, he/she is provided with an informal/formal interview by a licensed pedagogue that speaks the language. If there is no bilingual pedagogue available, the school contacts the Translation and Interpretation Services Department and assistance is requested for translation services in the child's native language. If the child is eligible for LAB testing, he/she is given the LAB-R in English. If the child tests out, he/she is not eligible for services. If the child is eligible for services and the native language is Spanish, he/she is given the Spanish LAB-R which evaluates fluency in the child's native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to differentiate instruction for ELL students, it is important to be familiar with the learning styles of your children. Some students are concrete thinkers while others are abstract thinkers. Some students have a learning style that requires them to see information in writing whereas others can process information simply through listening to it. All students have different abilities,

areas of strength and areas that can benefit from improvement. We have to identify how a child learns and then design a project for different skill sets. For example, if you have a group that contains beginner, intermediate and advanced ESL subgroups, students can be grouped collaboratively.

If the goal is to produce a group project, students would be given tasks based on their individual learning styles and abilities. If the group task is to create a chart for a social studies project, an advanced level child may be skilled at conceptualizing what the chart should look like. An intermediate or advanced child can gather information for the chart, a beginner child might be able to draw the chart or cut sentence strips for the chart and an intermediate student could label the chart. In this particular instance, the ESL teacher serves as facilitator while the children interact with each other and gain knowledge from each other. The result is truly collaborative and offers beginner, intermediate and advanced students a sense of productivity and success.

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

The ELL Interim Assessment Test and the NYSESLAT assessments are administered to all ELL students. The results of these assessments drive small group instruction in the ESL Classroom. The results of these are also used to form guided reading groups. Small group instruction and guided reading groups are used to differentiate instruction for each of the ELL subgroups (SIFE, less than 3 years, 4-6 years, 6 years and Special needs ELL students). All instruction is in English.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students are offered a variety of supplementary services. In addition to ESL and Extended Day for 50 minutes two mornings a week before the school day, students are encouraged and invited to attend ESL Saturday Institute enrichment program. When necessary, instructional adaptations are utilized. Interventions include grouping students of mixed proficiencies for activities; grouping students according to homogeneous proficiencies, grouping according to their learning styles, cultural backgrounds and educational experiences, adapting materials to their needs, utilizing computer software, hands-on, teacher-made and other supplementary materials. Also available are counseling, Parent Coordinator support for the families, referrals for related services and referrals to community agencies.

Newcomers receive 8/45 minute periods of push-in/ pull-out ESL instruction weekly. Instruction is aligned with the NYS Common Core Learning Standards. The curriculum draws on the cultural and linguistic diversity of the ELLs, and the rich and varied understandings these students bring from their prior experiences. “Accountable Talk” allows learners to think aloud, and can be used as a means to model effective learning strategies. Accountable Talk also helps ELLs to formulate ideas and learn in a context that does not include the more formal demands that written language require. Listening, speaking, reading and writing skills are developed through differentiated instruction that utilizes second language methodology.

ELLs receiving services for 4-6 years participate in a balanced literacy approach which includes phonics, fluency, vocabulary, and text comprehension. Ongoing assessments include: retelling of stories, use of figurative language, rubrics, standardized Periodic Assessments, and conferencing with subject area teachers.

Former ELLs will continue to receive testing accommodations for two consecutive years post proficiency to provide support to former ELLs.

7. 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?

At P.S. 115, ELLs with disabilities are provided with a special education program, which is consistent with CR Part 154. Since we do not have any bi-lingual special education classes, ELLs recommended for bilingual special education services would have an alternate placement bilingual paraprofessional and receive ESL services as determined by their NYSESLAT score. We currently do not have any students who fall into this category. ESL methodologies are used by the special education classroom teachers. They teach the Common Core subjects of Math and Science or ELA and Social Studies. Teachers are nurturing and highly professional. There are computer programs, SMART boards so they can “see”, and teacher made materials that reflect the ELLs level of English ability and their educational capability. I-pads have been provided for the students’ use. Materials reflect the classroom population and other cultures, as well. SWDs in classes are expected to follow the same curriculum as general education students. Lessons are enhanced with Sheltered English books and teacher-made materials. Activities utilizing different modalities and graphic organizers help the students "see" what they are learning. Simple directions, modeling, demonstrations, frequent summaries, realia, and re-presentation, make learning more comprehensible for the ELL-SWD.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

For students in 12:1:1 classes (self-contained special education) lessons are planned and taught based on the recommendations on the students’ IEPs. Many of the educational activities are taught individually or in small groups. Interactive groups allow students to take on different assignments to complete the assigned tasks. There is a lot of flexibility in timing for most activities in which these students engage. Students who take the NYS assessment exams receive extended time as per their IEP. They are entitled to take the exams in English and/or their native language. If the exam is not available in their native language, they are entitled to oral translations which are provided.

**Courses Taught in Languages Other than English ⓘ**

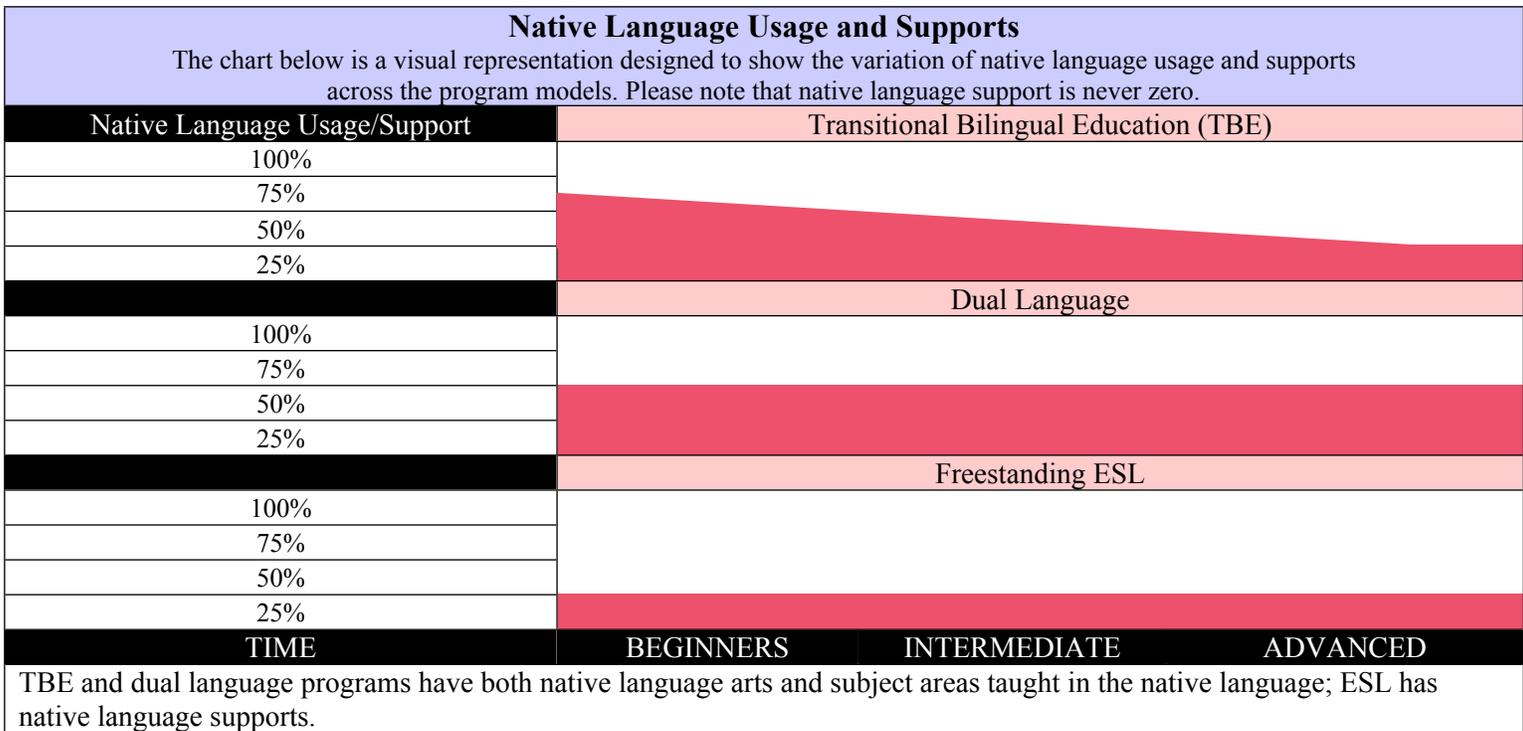
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

9. 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.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' listening and speaking skills. All targeted intervention programs are in English only and are open to all ELLs. Students are placed in these programs if they scored a 1-2 on the previous year's NYS ELA and/or NYS Math exams.

Targeted intervention for ELA includes: i-Ready, Raz Kids, Extended Day, 50 minutes two mornings a week before the school day, Saturday Academy, and push-in by ESL teacher. Ninety-minute instructional blocks increase students' time on task and allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, DRA, student portfolios and teacher conferencing and observation.

Targeted intervention for Math includes: i-Ready, Raz Kids, Extended Day, 50 minutes two mornings a week before the school day, Saturday Academy, and push-in by ESL teacher. GO MATH provides students with additional support on concepts through practice problem sets and a glossary of mathematical terms, and symbols. Ninety-minute instructional blocks increase students' time on task and allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, student portfolios and teacher conferencing and observation. The ESL teacher gives all ELLs a bilingual math glossary in their native language and English, to use at school and at home. Math picture glossaries in English only are also made available.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Common Core and the New York State Learning Standards. Practices and approaches include, but are not limited to scaffolding to support student learning in the content area by use of RTI model, bridging techniques that connect new concepts to prior knowledge. Our self-contained ELL trained classroom teachers use multicultural literature and visual aids during content area instruction to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse-Leap Track System which is computer assisted instruction through software design to remediate and strengthen basic skills. Additionally, iReady and Raz Kids are computer programs which provide additional support on an individual student-by-student basis.

11. What new programs or improvements will be considered for the upcoming school year?

iReady, a technology-based program has been instituted for the 2013-2014 school year.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs/services for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded access to all school programs. The ESL teacher informs parents about the programs at our parent meetings. The Parent Coordinator informs parents of all school activities on a regular basis. In addition to the targeted intervention programs ELLs are also invited to participate in our Saturday Institute which provides additional support as well as improves English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test

scores.

Title III Supplemental instruction in Literacy, Mathematics, Social Studies and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB-R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics and Science programs.

ESL instruction will take place during a Saturday Institute. The ELL Institute will run for thirteen weeks in three-hour sessions (from 9:00 A.M-12:00 PM). There will be nine three-hour sessions for Literacy and Mathematics (October through January) and four four-hour sessions for Science (spring). There will be one certified teacher for each class on grades Kindergarten/One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade four for Science. Instruction will include lessons in Literacy, Mathematics and Science. Through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' listening and speaking skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing the use of with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is facilitated by dual language resource books given to all ELL concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks Haitian Creole which is the native language of the majority of the current ESL population at P.S. 115.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, dictionaries, audio/visual manipulatives and hands on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who pushes in to each class to provide support to teachers and students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At the beginning of the school year, ELLs and their parents are invited to take a tour of the school, given by an on-site supervisor, to familiarize the ELL student of the location of the rest-rooms, cafeteria, auditorium, gymnasium, dance studio, computer lab nurse's office and the main office. The ELL students also visit classroom locations to become familiar with the numerical designations of each room.

18. What language electives are offered to ELLs?

There are no language electives being offered at this time.

19. For schools with dual language programs:

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

Not applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Calendar of Professional Development dates are as follows:

September 2013- Creating Connections Building Bridges

November 2013- Developing Communication with ELL Children for Teachers and Parents

January 2014- Cooperative Learning Strategies for ELL Students

March 2014- Test Taking Strategies

May 2014- NYSESLAT- "From Standards to Assessment."

Additional Professional Development will also be provided on Professional Development days, during grade and faculty conferences, during common preparation periods, weekly subject area congruence meetings, study groups, Lunch'n'Leads, and 50-minute TTIP planning meetings on Thursdays. Teachers are asked to sign in at all Professional Development sessions. This list is kept on file in the school. Teachers are afforded the opportunity to take courses listed in OELL Opportunities website, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. Many of our teachers have attended QTEL training. In addition, there is in-class assistance to support teacher knowledge and instructional strategies. Articulation is ongoing through individual meetings and grade conferences.

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

3. The transition from elementary to middle school can be a difficult time for ELL students. Teachers have to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ESL teacher, classroom teachers along with the Guidance Counselor will meet with ELL students in small group settings in order to address these topics of possible concern. Teachers will have question and answer sessions with the students throughout the school year.

PS 115 staff, including classroom and cluster teachers, Parent Coordinator, support staff, specialists, and paraprofessionals are supported by school leadership and guidance counselors by ongoing articulation regarding the needs, progress, or lack thereof of each ELL student at PS 115. Guidance counselors already understand the difficulties of children transitioning to middle school. Their professional development is provided by the ESL teacher, in the form of ongoing meetings, which highlight the additional linguistic and cultural factors that impact on ELLs as they transition.

4. As per "Jose P", all teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Creating Connections Building Bridges, Developing Communication with ELL Children for Teachers and Parents, Cooperative Learning Strategies for ELL Students, Test Taking Strategies, NYSESLAT - "from Standards to Assessment."

Additional Professional Development is also delivered during common preparation periods, grade and faculty conferences, weekly subject area congruence meetings, study groups, Lunch'n'Leads, and 50-minute TTIP planning meetings on Thursdays. Teachers are asked to sign in at all Professional Development sessions. These lists are kept on file in the school. Teachers are afforded the opportunity to take courses listed in OELL Opportunities website, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. Many of our teachers have attended QTEL training. In addition, there is in-class assistance to support teacher knowledge and instructional strategies. Articulation is ongoing through individual meetings and grade conferences.



## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

1. Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include but are not limited to:

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

Our Parent Coordinator ensures parents are informed and involved in school events via telephone, outreach, e-mail, and notices. PS 115 tries to assess the needs of each individual family and make them aware of community programs and services available. Whenever possible, information is disseminated in the native tongue, as well as English. We respect the diversity of our immigrant parents and encourage them to share the wealth of knowledge and skills they have brought to this country. We believe that the

Parents and guardians of the ELLs are an integral part of their child's education. With the assistance of the Parent Coordinator, staff, and special programs, parents are encouraged to actively participate in their child's education. When planning monthly meetings for our parents, we try to determine what draws them to meetings and address their needs in our agenda. Our English Language Arts Coach and our Math Team Leader will conduct workshops, as well as our Parent Coordinator and Guidance Counselor. Interpreters will be present in order to assist parents in comprehending the subject matter and to help answer specific questions and concerns.

2. Presently, we are partnered with HES (Hebrew Education Society), which provides parent classes and support for students with disabilities they also provide a wide range of after school programs for all of our students i.e. tutoring, swimming, homework help, etc. We are also partnered with Millennium Development OST which is housed at P.S 115 they provide after school programs and have child-care services when school is not in session.

We continue to inform the parents about adult ESL classes at nearby schools, cultural programs available to both the parents and their children, and local sports programs for their children.

3. The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. This is followed by an additional meeting at the Parent Orientation. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. However, we also have parents who have been in this country for a while and speak English. They often precede the arrival of their children to this country by months or even years. There may be a parent who speaks English but a newcomer child who speaks no English at all. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about the children's work, progress or individual needs. For example this year two siblings who had just come from Haiti always appeared sad. The ESL teacher decided to talk to the parents addressing her concern. The parent after a couple of phone calls and constant contact with the family, they finally admitted that their children lost a year of school post-earth quake in Haiti. They could not afford to relocate and enroll their children in school. Their school was able, upon learning of the situation, to provide guidance support for the children. Communication and support is crucial for our students and academic success.

4. Our ELL parents are very involved in ensuring that their children succeed in school. Our parental activities include, but are not limited to workshops with our English Language Arts Coach and our Math Team Leader that offer test-taking strategies and how to prepare for the NYS exams. Support also includes information and solutions to situations that involve ELL students and their parents such as homework tips, motivational activities and social involvement. P.S. 115 also conducts a "Friday Movie night"

evening once a month, where parents and children can have a safe evening out and watch an age-appropriate film as a family.

### **E. 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 response to question here:

# Part VI: LAP Assurances

School Name: <u>The Daniel Mucatel School</u>		School DBN: <u>18K115</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Loren Borgese	Principal		
Nicole Green	Assistant Principal		
Jayne Sclavos	Parent Coordinator		
Joanne Saint-Preux	ESL Teacher		
Shaoying Wong-Getzel	Parent		
Tamella Trapp, Second Grade	Teacher/Subject Area		
Pauline DiPerna, Fifth Grade	Teacher/Subject Area		
Deborah Marra	Coach		
	Coach		
Meridith Moran	Guidance Counselor		
	Network Leader		
Georgiana Lombardi	Other <u>SETSS Teacher</u>		
Ivelisse Fanas	Other <u>Science Teacher</u>		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster:             Network: **602**

**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.

When a child registers in the NYC School System and the HLIS is completed, we are able to determine the language in which a parent requests to communicate with the school, both verbally and in writing. Additionally, an interview is conducted by a trained pedagogue and/or administrative staff member to ascertain the parent's primary language and whether or not the parent requires translation services. When a language determination is made, it is noted on the HLIS Form. The original HLIS Form is kept in the child's permanent record while the HLIS copies are kept in the ESL binder and the emergency cards are located in the main office. We are fortunate to have pedagogues who can provide on-site translation and interpretation services in Haitian Creole, Spanish and Chinese (both Mandarin and Cantonese). In situations where school letters are sent home translated into Haitian Creole, Spanish, or Chinese, our responses to questions and informational letters greatly increase. Due to increase parental awareness, our parental attendance and involvement at PTA meetings, parent/teacher conferences and parent workshops has increased. This increase is an indication that parents are receiving information in a timely and appropriate manner.

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

The PS 115 ESL community has a minimum of 38 parents and/or guardians. The language groups are Haitian Creole, Spanish, Arabic, Urdu, and Chinese. During Parent/Teacher conferences, we met parents, aunts, uncles, grandparents and older siblings who were able to translate for family as well as discuss the child's progress in English. Not only does PS 115 support its ESL community, the neighborhood families support each other. Our findings were reported to the school community through SLT and PTA meetings, faculty and grade conferences. The ESL teacher articulates with the individual classroom teachers of ELLs, at which time the progress of each ELL is discussed as well as what kind of language support is provided for the child at home. This information is extremely important in assessing why some children may achieve better academic results at a faster pace than children who have minimal or no language and/or literacy support at home.

## 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.

Written translations of school letters and announcements are translated into Spanish, Haitian Creole and Chinese (both Mandarin and Cantonese). Letters notify parents of upcoming standardized tests, classroom rules, educational standards, homework assistance opportunities as well as advising them of parent/teacher conferences and tutorials that are provided for ELLs. Written translation services will be provided in-house by school staff or parent volunteers. In a case where we do not have a person available due to the nature of the native language, we will contact the DOE Translation and Interpretation office for assistance.

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

Oral interpretation services will be provided in-house by school staff and parent volunteers. If there is a situation in which we are unable to meet parental needs in this manner, we contact the Translation and Interpretation office of the Dept. of Ed. for assistance. P.S. 115 has in the past provided, and will continue to provide, many parent workshops such as "Introduction to the New Common Core" which informed parents of the new State Standards and what is expected and how support learning at home. The "Cyber Bullying" workshop for the upper grades teaches parents signs of bullying and how to prevent. ELL parents would benefit from the opportunity to participate in future workshops such as:

1. Math and Literacy instruction within the Common Core Curriculum
2. What is your Child's Learning Style?
3. Power of One: Single Parenting
4. Science Discovery

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS115 Daniel Mucatel School	DBN: 18K115
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 11
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 10

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Component:

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

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

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

The ELL instruction will take place during an After-School Institute through push in services on a rotating basis. The ELL Institute will run for fourteen weeks in two-hour sessions (from 3:15 PM to 5:15 PM on Tuesdays). There will be ten two-hour sessions for Literacy and Mathematics (January through April), and four two-hour sessions for Science (April through May). There will be one certified teacher for each class on grades Kindergarten, One, Two and Three and two certified teachers for grades Four and Five for a total of eight certified teachers for Literacy and Mathematics and two certified teachers on grade Four for Science plus one ESL teacher.

Collaborative Planning of Lessons for the After-School ELL Literacy/Mathematics Institute) will take place on Monday, January 7, 2013 from 3:00 to 6:00 p.m. Collaborative Planning of Lessons for the After-School Science Institute) will take place on Tuesday, April 23, 2013 from 3:15 to 5:15 p.m.

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

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

### Part C: Professional Development

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

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

Begin description here:

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

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

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

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

Literacy – December (ESL Strategies and Multicultural Literature) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Mathematics – December (Sheltered English in the Mathematics Content Area and Use of Manipulatives in Problem Solving) – Professional Development providers are the Assistant Principal, the ESL Teacher

### Part C: Professional Development

and the Mathematics Coach.

Science – April (Sheltered English in the Science Content Area and Inquiry-Based Science Instruction) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Title III Parent Involvement will include six two-hour Parent Workshops which will take place in:

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

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

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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