



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE SCHOOL OF PERFORMING ARTS AT PS 315K

DBN (i.e. 01M001): 22K315

Principal: JUDITH RANFT-QUARTANA

Principal Email: J^{RANFT}@SCHOOLS.NYC.GOV

Superintendent: RHONDA DAWN FARKAS, PHD.

Network Leader: NANCY RAMOS

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
Judith Ranft-Quartana	*Principal or Designee	
Patricia Bailey-Hollon	*UFT Chapter Leader or Designee	
Jean Lombard	*PA/PTA President or Designated Co-President	
Christine Dennis	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	
Raquel Sanon	Member/ UFT	
Marlie Leopold	Member/ UFT	
Beverly Urquart	Member/ SLT Chairperson	
Phillip Griffith	Member/ Parent	
Maurisa Eastman	Member/ Parent	
Carline Lubin	Member/ Parent	
Chavevah Benlevi	Member/ UFT	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

Annual Goal #1

- **By June, 2014, there will be a 3% increase in the number of students in grades 3, 4, and 5 who achieve grade level proficiency levels in reading as measured by the New York State ELA exam.**

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.

After conducting a trend analysis of student performance data on the 2012-13 New York State ELA and English Language Arts Acuity assessments, the Progress Reports, the School Report Card, and Inquiry Team work in English Language Arts, we noted a decline in student proficiency levels of students in grades 3, 4, 5. We attribute this decline to a shift to the Common Core State Learning Standards in Literacy and a change in test format to reflect a more rigorous test. Overall student proficiency levels dropped from 44%ile average student proficiency in 2011-12 to 23%ile in 2012-13.

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

Activities and interventions to promote student mastery and proficiency in ELA. (September 2012-June 2013)

- Literacy block of 135 minutes a day including writing will be instituted during common periods for all classes on a grade.
- Ready Gen Reading Program will be utilized in all classrooms during the Literacy Block.
- Performance Tasks will be administered in all grades aligned to the Ready Gen Reading Program and Common Core Learning Standards in Literacy.
- Curriculum Maps will be created to align to the Ready Gen Reading Program and adjusted to meet the needs of the students.
- Computer assisted instruction aligned to the literacy program will be implemented in classroom instruction.
- Students will be required to read a minimum of 25 books per year.
- Classroom teachers will provide Tier 1 intervention to students with a minimal amount of skill deficiencies within the classroom during the Guided Reading/ Independent Group component taught daily during the school day.
- Tier 2 intervention will be provided during the Monday/Tuesday Extended Time Programs as per UFT contract. Beginning in January, an After School Remedial Literacy program targeting Tier 2 students will be provided weekly on Wednesday and Thursday afternoon from 2:30-4:30.
- Tier 3 interventions will be conducted by the RTI teacher outside the literacy and math blocks 5 times a week.
- Teachers will utilize Webb's Depth of Knowledge question stems to facilitate higher order thinking skills in students questions and discussion.
- Fair Student Funding will be used to fund the RTI Teacher and Literacy Coach.
- Tier 3 SETSS and ELL students will be serviced by the ELL Coordinator and the SETSS provider.

- Teachers will meet twice a week during Common Planning and Teacher Inquiry meetings to plan lessons, assess students' progress, evaluate instructional strategies, look at student work, share best practices, and develop strategic approaches to meet the needs of all learners, including English Language Learners and Students' With Disabilities.

- Teachers will meet in grade level and multi level teams to review student data gathered from periodic assessments.

- Teachers will plan collaboratively by grade level.
- During common planning and Teacher Inquiry meetings, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies,

and develop strategic approaches to meeting the needs of the struggling learners and subgroup student population.

- Teachers will administer periodic assessments in November January, March, June.

Target Population: Students in Grades K-5.

1.

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

Responsible Staff Members: Principal, Assistant Principal, RTI Coach, Computer Specialist, Data Specialist, Librarian, Classroom Teachers.

Resources used include Ready Gen curriculum materials, Reading Plus computer based reading program

1.

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

1. We will utilize the Teachers' College Benchmarks, Ready Gen End of Unit Assessments, Student Exit Tickets, Teachers' Conference Notes, School Net Performance Series Assessments in ELA, Student Performance Tasks, in Ready Gen and the New York State ELA Assessment.

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

1. Beginning September, 2013 through June, 2014.

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

- The Ready Gen Reading Program consists of a prototype that is comprised of the following: First Read of a text which has a read aloud component , Close Reading Workshop, Vocabulary Study, Independent reading Practice, Writing In Response to Reading, And Reading Wrap Up. A Guided Reading component has been added to supplement the components of the Ready Gen Program. Performance Tasks are embedded within the Ready Gen units of study so the skills students need to perform these tasks are taught within the unit.
- Teachers are creating the curriculum maps as they go through the instructional units and adjusting them to meet the needs of the students.
- Reading Plus has been purchased to focus on comprehension skills and building reading stamina for students in grades
- Tier II intervention will be provided through Extended Time every Monday and Tuesday afternoon utilizing the Journeys Write In Readers and Intervention Toolkit.
- RTI teacher pulls Tier 3 students in grades1-3. The Literacy Coach pulls Tier 3 students in grades 4 and 5.
- Pedagogical staff will be trained on the Danielson Framework and Webb's Depth of Knowledge to facilitate higher order questioning, activate engagement and effective discussion techniques.
- ELL students are serviced by an ELL self contained Kindergarten teacher. Grade 1 and 2 ELL students are grouped into a class with a general education teacher. The ELL coordinator pushes in to conduct the mandated ESL strategies and instruction. Students in grades 3-5 are pulled out by the ELL coordinator where the mandated ESL strategies are conducted.
- The SETSS teacher pulls out and pushes in according the needs of the IEP students serviced.
- Common Planning periods are set up so teachers have the ability to plan collaboratively across the grades 4 times a week.
- Teacher Inquiry meetings are held Monday afternoons where grades meet to look at student work, best practices, and trends across the school.

Strategies to Increase Parental Involvement

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

The Principal will schedule evening workshops to discuss the Common Core Learning Standards, Ready Gen and Go Math workshops. Parenting Workshops, Family Literacy and, ARIS for Parents, Homework Help, ELA Testing Workshop. These are strategies incorporated to build Parent Involvement.

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	ZX	Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

- By June, 2014 there will be a 3% increase in the number of students in grades 3, 4, and 5 who achieve grade level proficiency levels in Math as measured by the New York State Math exam.

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.

After conducting a trend analysis of student performance data on school and Math Acuity Performance Series assessments, the Progress Reports, the School Report Card, and Inquiry Team work in Math we noted a decline in student proficiency levels of students in grades 3, 4, 5. We attribute this decline to a shift to the Common Core State Learning Standards in Math and a change in test format to reflect a more academically rigorous test format. Overall student proficiency levels dropped from 51.5%ile average student proficiency in 2011-12 to 19%ile average student proficiency in 2012-13

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

The Principal will provide a vast array of high quality Professional Development to deepen the teaching instruction with an emphasis on developing successful problem solving strategies in alignment with the Common Core Learning Standards in Math and Mathematical shifts to foster successful math results within our student population. The Principal will strengthen Professional Development for math instruction by providing teachers and others with tools and strategies via the model of a collaborative learning community from September, 2013-June 2014.

Teachers will receive Professional Development from the Principal, Assistant Principal, Math Staff Developer and Data Specialist. Professional Development will consist of the following:

- Implementation of the Go Math Common Core aligned Math Program.
- Model exemplary practices in Math for teachers who demonstrate a need for further refinement of the practices embedded in the Go Math curriculum.
- Provide ongoing support for the delivery of instructional practice associated with the Go Math curriculum by the Math Coach and Data Specialist .
- Provide support for refining differentiated instructional practice to improve overall student performance and progress by the Math Coach.
- Provide Professional Development for the implementation of the Performance Tasks embedded in the Go Math Program.
- The Math Coach and Data Specialist will serve as a conduit between the administration and the teachers in designing, implementing, and evaluating student progress in Math and provide Professional Development for the teachers in the above mentioned areas.
- Facilitate teams of teachers in identifying areas of needs and in learning strategies, classroom organizational, and management practices through Common Planning and Teacher Inquiry groups.
- Math Coach will provide single topic Professional Development in areas of need pertaining to Go Math and deliver large group workshops.
- Provide Professional Development on Effective Questioning as it relates to Webb's Depth of Knowledge to develop more complex thinking and deeper understanding of Mathematical skills and concepts.
- Classroom Intervisitations will be arranged for teachers to observe best practices in Math among their colleagues..
- Curriculum Mapping according to the Go Math scope and sequence.
- Professional Development for teachers in grades K-5 pertaining to the implementation of the Math In Focus Program which is closely aligned to the Common Core Learning Standards in Math and which focuses on the mastery of number sense to better prepare students for the New York State Math Assessment in the testing grades.

Target Population: Students in Grades K-5

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

Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Math Coach, Computer Specialist, and Classroom Teachers.

1.

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

- The Go Math curriculum has a culminating Performance Task at the end of each unit for students in grades K-5.
- Ongoing snapshots and observations of teacher practice in Go Math will determine effectiveness of practice.
- Math Coach and Data Specialist will provide ongoing Professional Development throughout program implementation to make sure it is implemented effectively.
- Provide Professional Development on Effective Questioning as it relates to Webb's Depth of Knowledge to develop more complex thinking and deeper understanding of Mathematical skills and concepts.
- Implementation of a Math Intervention Teacher to work with targeted tier 2 and 3 students two days a week.
- Creation of a Remedial and Saturday Test Prep to prepare students for the NYS Math Assessment.
- Classroom intervisitations will be arranged to observe best practices in Math among their colleagues.
- Professional Development in grades K-5 pertaining to the implementation of the Go Math Program which is aligned to the Common Core Learning Standards in Math.

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

1. September 2013 - June, 2014.

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

- Go Math Curriculum Materials, Soar to Success Computer Program aligned to Go Math,
- Math Coach and Data Specialist
- Network Instructional Specialist
- Intervention Pull Out Math Teacher
- Think Central Computer support

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).

Go Math Workshop, Family Math Night, Homework Help, Testing Workshop

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	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.									

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.

Annual Goal #3

By June, 2014, 5% of the Students With Disabilities will increase at least one proficiency level as measured by the New York State English Language Arts 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.

After conducting a trend analysis of the Students With Disabilities subgroup based on school and state assessments, the Progress Reports, the school report card and Inquiry Team work, it was determined that the Students With Disabilities have not made significant gains in student progress.

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

Activity 1: Professional Development:

PD will be provided by the Principal, the Assistant Principal, the RTI Coach, Literacy Coach, the Data Specialist, the Technology Coordinator, the Special Ed Liaison, SETSS and IEP teacher support. Strategies include:

- Continuation of the Special Education Reform and programming of SWD into general education classrooms for core curriculum areas when appropriate.
- Modeling exemplary literacy lessons that encompass small group and individual instruction to meet individual needs.
- Demonstrating effective strategies for implementing the five essential elements of reading instruction.
- Training teachers in the administration, analysis, and interpretation of data from baseline, diagnostic, and other formative progress monitoring and outcome assessments, as well as, utilizing assessments from the Ready Gen Reading Program, running records, and Teachers College Benchmark assessments.
- Provide single topic Professional Development on specific reading/writing strategies and best practices in SWD instructional strategies.
- Monthly Professional Development from SWD Network Professional Development and IEP teacher.
- A SETSS/IEP teacher has been hired to coordinate Special Ed services and accommodate the overflow of SETSS students.
- Planning and delivering group workshops.

- Facilitating teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices.
- Providing teachers with the knowledge and skills to involve families and other stakeholders appropriately.
- Provide teachers with research based instructional strategies to assist students in meeting rigorous standards.
- Serve as a conduit between teachers and administration in developing, designing, implementing, and evaluating the progress of SWD population.
- Serve as mentors for teachers of SWD.
- Ensuring the proper implantation of the Ready Gen Reading Program and the Award Reading and Computer Program.

The Principal and Assistant Principal will provide training for staff in the Universal Design for Learning; i.e.

- Using multiple means of representation to give students various means of acquiring knowledge.
- Using multiple means of expression to provide students a way to represent what they know.
- Using multiple means of engagement to tap into students' interest and challenge them appropriately.

1.

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

1. Principal, Assistant Principal, Special Ed Liaison, SETSS Teacher, IEP Teacher, Literacy Coach, Math Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Common Core Aligned IEP Goals, Common Core Learning Target Checklists, Student Performance Tasks, monthly and benchmark assessments, progress monitoring, observation checklists
D. Timeline for implementation and completion including start and end dates
1. September, 2013-June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Ready Gen Reading Program, Go Math Program, Award Learning, Reading Plus, Soar to Success, Literacy Coach, Math Coach, Data Specialist, SETSS Teacher, IEP Teacher,

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).
 Go Math Workshop, Family Math Night, Homework Help, Testing Workshop, Common Core Learning Standards, Ready Gen and Go Math workshops. Parenting Workshops, Family Literacy and, ARIS for Parents, Homework Help, ELA Testing Workshop, Understanding Your Child's IEP. These are strategies incorporated to build Parent Involvement,

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	Title IA	x	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Fair Student Funding							

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.
 By June 2014, there will be a 5% decrease in the number of student suspensions as evidenced by a "Respect for All" environment and the implementation of the Leader In Me Program.

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.
 Data from the Learning Environment survey and OORS indicated that discipline and safety were two areas in need of improvement.

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**
- The implementation of The Leader In Me Program which taps into the seven leadership habits of happy students which builds upon student's self esteem and ultimately improves student behavior.
 - Continued implementation of The Star Student Protocol which includes a behavioral expectations rubric.
 - Continued implementation of The Minute of Silence which is used to focus student attention away from anger.
 - Professional Development on How To Handle The Hard To Handle Kids Part 2.
 - Continued implementation of monthly Super Star Socials.
 - Development of a Behavior Matrix differentiated for grade K-2 and grade 3-5 students.
 - SAVE room is available for students who have Principal suspensions or are in need of a classroom removal.

- B. Key personnel and other resources used to implement each strategy/activity**
 1. Continued implementation of Dean, SAPIS Worker, and Social Worker to provide behavioral interventions for at risk students.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Student suspensions will decrease as a result of the above highlighted strategies.
- D. Timeline for implementation and completion including start and end dates**
 1. September 2013 – June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 Saturday trainings have been scheduled for The Leader In Me training which highlights the Seven Habits of Happy Kids. Additional trainings will be scheduled throughout the year. The Leader In Me Tree will be used as a voice for the students to highlight ways in which they are living the habits.

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

- The Leader In Me Parental Workshops, Parenting Workshops, Bullying workshops geared toward at risk behaviors.

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		Title IA	x	Title IIA		Title III		Set Aside		Grants

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

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.
By June 2013, there will be a 3% increase in parent involvement and communication as demonstrated by an increase in the number of parents attending PA meetings, parent workshops, and parent activities, as well as the number of parents completing the parent survey.

Comprehensive Needs Assessment
 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.
 Parent attendance at curriculum workshops and PA meetings is not reflective of the student population.

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**
- Translators will be made available for the ELL parents at all parent functions; communications will be sent to parents in all pertinent languages that reflect our student population.
 - A parent survey will be conducted to determine parent interests and needs.
 - Academic workshop topics pertinent to ELLS, SWD's and parents of bottom third students will be provided in all pertinent languages. These include Homework Help, ELA, Math, The State Testing Program, Testing Accommodations, How to Help Your Child in Reading, Parent-Teacher Communications, and Common Core Learning Standards in Literacy and Math.
 - The parent coordinator, administrators, classroom and cluster teachers will all be involved in providing workshops to these parents.
 - Cool Culture Cultural passes geared toward Pre-Kindergarten and Kindergarten parents.
 - Family outings to The Crayola Factory and Aladdin which is organized by the Arts Liaison.
 - Translation paraprofessionals and the ELL Coordinator will provide translation services for parents.
 - Workshops will be offered on Saturday, as well as during the week.
 - Multicultural parent-child cultural events, targeting the different ethnicities, will be implemented during the course of the school year by the Parent Coordinator.
- 1.

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

1. Principal, Assistant Principal, Parent Coordinator, Dean, PA President, coaches and classroom teachers

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

1. Parental involvement will increase as evidenced through the attendance sheets collected at workshops, meetings or events.

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

1. September 2013 - June 2014.

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

- Coaches, Data Specialist, and Assistant Principal will provide curriculum workshops geared toward the Citywide Instructional Expectations for 2013 – 2014.
- The Parent Coordinator will organize a Multi-Cultural event to celebrate the varied cultures in the school community.

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).

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left

Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

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		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Fair Student Funding										

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading, close reading, interactive writing, modeled writing.	Small group instruction, one on one tutoring, RTI Tier 3 pull out.	During the school day, extended day, after school and Saturday.
Mathematics	Go Math Share and Show quick assessment, Tier 2 engagement, and re-teach activities,	Small group instruction, one on one tutoring, RTI Tier 3 pull out.	During the school day, extended day, after school and Saturday.
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling by the Guidance Counselor, Social Worker and School Psychologist.	Small group pull out and push in, one on one support and classroom lessons.	During the school day.

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

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

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.

PS 315K is a school that was founded on the premise that the performing arts contribute to a well rounded education and greater academic achievement. All teachers at PS 315K are highly qualified in their academic content areas and the Fine Arts teachers are highly qualified in their respective disciplines. (music, visual art, dance) Teachers remain knowledgeable about current trends in their educational fields by attending Professional Development conducted through the city and the network. In house coaches also conduct Professional Development on the current trends in education as well as the Chancellor's Initiatives for the 2013-14 school year. New teachers are assigned a mentor to assist them in their areas of concern to further their development pedagogically.

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).

Professional Development for the Chancellor's Citywide Initiatives for 2013-14 is ongoing throughout the school year. In house coaches have been providing Professional Development to support implementation of the Ready Gen and Go Math curriculums. The Principal and Assistant Principal have been providing PD on the Danielson Framework to support the New Teacher Effectiveness Initiative and Measures of Student Learning. Network support staff has been providing additional training in Special Education and Writing High Quality IEP's. Administration has also gone to extensive training on these new initiatives. New teachers are supported with mentors who assist them in areas specific to new teachers, such as classroom management.

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.).

Students In Temporary Housing are provided the same opportunities to be part of the Afterschool Remedial and Saturday Test Prep Programs, as well as any Art or Music Afterschool Program.

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.).

There is a Kindergarten Fair that Prekindergarten parents are invited to every year in June, where they are given an overview of the Kindergarten Program and visit the Kindergarten classrooms. Prekindergarten students also get to visit Kindergarten classrooms during the school year. and tour the school. The Prekindergarten Social Worker provides Professional Development to both Prekindergarten and Kindergarten parents and assists in transition.

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.

A MOSL (Measures of Student Learning)Team was formulated in June to research the various local and state measures available and chose the assessments that would best fit the needs of the school that teachers would be measured against in

the New Teacher Evaluation System. Program assessments are embedded in the program design and teachers meet on grade levels to adjust the assessments where needed. Professional Development was provided by the city for the MOSL team. This was turn keyed to teachers during the Professional Development conducted on the opening days of the 2013-14 school year. The Network MOSL Specialist assists in the effective implantation of the Measures of Student Learning initiative.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 22	Borough Brooklyn	School Number 315
School Name School of Performing Arts		

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 Judith Ranft-Quartana	Assistant Principal Denise Eelman, I.A.
Coach Debbie Kennedy, Literacy Coach	Coach Joanne Fava, Math Coach
ESL Teacher Maria Khan	Guidance Counselor Charles Farruggia
Teacher/Subject Area Manisha Wilson/Kindergarten	Parent Mr. Toussaint
Teacher/Subject Area Vincent LaVeglia	Parent Coordinator Angela Gonzalez
Related Service Provider Monica Critser	Other Joni Riggio
Network Leader(Only if working with the LAP team) Nancy Ramos	Other Rina Goldman

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	842	Total number of ELLs	99	ELLs as share of total student population (%)	11.76%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
SELECT ONE	1	1	1	0	0	0	0	0	0	0	0	0	0	3
SELECT ONE														0
Total	1	1	1	0	3									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	84	ELL Students with Disabilities	20
SIFE	2	ELLs receiving service 4-6 years	15	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	83	2	10	15	0	20	1	0	0	99
Total	83	2	10	15	0	20	1	0	0	99

Number of ELLs who have an alternate placement paraprofessional: 3

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	8	4	5	3	3								34
Chinese		1		1										2
Russian	1	1	1											3
Bengali		2	1	1		1								5
Urdu	1	1	2	3	1	1								9
Arabic	1	2	1	1										5
Haitian	6	6	6	9	6	5								38
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3											3
TOTAL	20	21	18	20	10	10	0	0	0	0	0	0	0	99

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)	7	2	3	1	2	2								17

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)	6	5	3	6	3	6								29
Advanced (A)	7	14	12	13	5	2								53
Total	20	21	18	20	10	10	0	0	0	0	0	0	0	99

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	4	0	0	0	4
4	3	3	0	0	6
5	4	1	0	0	5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	3	2						8
4	6	3	3						12
5	6	2	1						9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	2	0	4	1	0	1	11
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
Currently, PS 315k utilizes Teachers' College Reading and Writing Project Benchmarks for assessing students and identifying strengths and weaknesses in areas such as early literacy, high frequency words, identifying initial sounds, blending, word segmentation, rhyming, phonemic awareness, reading comprehension skills and strategies, and reading accuracy. TCRWP assessments allow teachers to examine data more carefully and identify specifically which skills students are lacking, so that the teacher can offer strategies to support ELL students in areas of need.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT indicate that ELLs acquire speaking and listening skills before reading and writing skills. Data trends across the grade level reveal that this is especially evident in grades K-2. Although it does appear to be the case in the upper grades, as well, one can see over time that students are building their literacy skills. Instructional decisions for administration and staff will be determined by focused intervention implemented to meet students' needs. Through the analysis of individual students' patterns of performance on ESL snapshots, instructional decisions for administration and staff will be determined. Instructional decisions will reflect this sequence of acquisition. Beginning levels of ELL students receive greater exposure to oral modalities, while more advanced levels of ELL students receive more intensive reading and writing instruction within the Comprehensive Literacy Framework.
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](#))
We looked at the different modalities and grouped the students according to who was beginner, intermediate, and proficient.
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. After reviewing the data, we noticed that many of our students in grade 3 were very close to testing out of the NYSESLAT and could be pushed to proficiency. Students who did not perform well on the Listening and Speaking component, should be provided with more opportunities to practice the skills that will enable them to become proficient in these areas. ELL students in the testing grades need more exposure to longer and more complex reading passages. Reading skills need to be taught and reinforced; reading stamina needs to be built and practiced. More work on vocabulary taught in the context of a reading passage needs to be implemented.
 - b. Since the reading on periodic assessments becomes more rigorous as the grade level increases, there should also be an emphasis on academic rigor surrounding their instruction and activities. Lessons that facilitate increased reading stamina and more complex vocabulary must be incorporated as well. School leadership and teachers use the results of the NYSESLAT and periodic assessments to formulate the Title III Afterschool and Saturday programs. Since ELL students in the testing grades need more scaffolded instruction in both ELA and Math to meet the demands of the Common Core Learning Standards in Literacy and Math, instruction will be differentiated as needed so that students can make adequate gains.
 - c. All pedagogical and support staff play an integral role in helping the ELL students evaluate their level of proficiency. ELLs who come with a strong literacy background in their Native Languages on tests in their Native Languages are making gains. Consequently, students whose literacy foundations are not strong in their Native Languages do not do as well.
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](#).)
In the beginning of the year all students including ELLs are administered both literacy and math baseline assessments. Currently, P.S. 315 utilizes TCRWP benchmarks for assessing students and identifying student's strengths and weaknesses in areas such as early literacy behaviors, high frequency words, identifying initial sounds, blending, word segmentation, rhyming, phonemic awareness, reading comprehension skills and strategies as well as reading accuracy. These assessments allow teachers to examine data more carefully and identify specifically which skills students are lacking so that the teacher can offer strategies to support ELL students in areas of need. Math baseline assessments evaluate students in numbers and operations, measurement and data, geometry, and numbers in base ten systems. Struggling students are provided with strategic intervention and are placed in Tier 3 RTI groups.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Differentiated instruction is the key strategy used in ELL instruction.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not currently have a dual language program at our school.

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

We evaluate the success of our ELL program through interim and end of year benchmark assessments. We compare the levels of proficiency at the beginning of an academic year, utilizing the NYSESLAT. Also, interim tests such as SchoolNet are followed. End of the year results from state assessments in ELA and math should measure a years growth, so that students in this subgroup meet their AYP.

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](#).)
Our ELL Coordinator participates in the registration process. She speaks three languages and assists parent in completing the Home Language Surveys. The ELL Coordinator interviews the students prior to the first day of school. After having initialed the Home Language Survey, she administers the LAB-R (NYSTIL) to newcomers during the first ten days of school. Hispanic students who took the LAB-R and scored below the cut score are given the LAB-R in Spanish by the ESL teacher who has a Bilingual Extension License 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.
PS 315K does not currently have a Traditional Bilingual or Dual Language Program. An orientation session is held in the beginning of the school year. At this time, the ESL Coordinator assists the principal in welcoming the parents. She explains the research that supports the three different programs. Brochures that describe these programs are handed out in the native languages of the parents. Parents view an informational DVD. This is followed by a question and answer session. Translators are present. Paraprofessionals that speak Spanish, Creole, Bengali, Russian, Urdu and Arabic are in attendance. PS 315K has three self contained ESL classes in grades K,1, and 2. The ESL Coordinator, who conducts the initial screenings, has a Bilingual Extension License in Spanish.
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 [\[see tool kit\]](#).)
Entitlement letters, parent surveys, program selection forms and placement letters of children eligible for services are sent home in the parent's native language. The Ell Coordinator is responsible for distributing entitlement and non-entitlement letters. These letters are sent to the students in an envelope addressed to the parents. Copies of each letter are made and stored in the ESL room. Parent surveys are distributed and filled out at orientation. Copies are also placed in the ESL room, and originals are kept in the student's cumulative record folder. To ensure that all parents are given opportunities to access information, more than one orientation is held for parents that can not make the initial meeting.
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 ELL Coordinator participates in the registration and administers the Home Language Survey. Upon completion, the ELL teacher determines who will take the LAB-R (NYSTIL), and those results are used to place students in a self contained kindergarten class or in a regular class where they will receive pull out or push in services. Within the first month of school, parents are invited to attend a

meeting to be informed about the services available to their children. Translators are provided.

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.

The school offers a NYSESLAT information evening that provides parents with sample tests and rubrics. Information about Title III is also disseminated to parents. At the time of administration of the test, testing conditions are put into effect and the entire staff is informed ahead of time of this upcoming test. Students are given extended time and a separate location while taking the test. ATS reports are generated to ensure that all ELL students are tested.

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 majority of parents selected freestanding ESL. For the 2013-2014 school year, only 2 out of 25 parents of new admits selected Dual and Bilingual programs. These results were similar to the previous year. It is evident that our school satisfies the requests of parents. Surveys are distributed to parents during the Parent Orientation which occurs at Meet the Teacher Night. At this time, surveys are completed by parents and results monitored. The original selection forms are placed in the students' cumulative record folder and kept on file.

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])?
 - a. ELL students are serviced through either pull out or push in depending upon the number of students for that grade level.
 - b. There is a self contained ELL class in Kindergarten which is serviced by an ELL classroom teacher. In grades 1 and 2, ELL students are placed in the same class so as to allow for daily push in with the ELL Coordinator. In grades 3 through 5, ELL students are pulled out and grouped homogeneously within consecutive grades. Groups can be large due to the ELL mandates and the large number of ELL students that require service. Groups may consist of 13 to 15 students.
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)?

Beginner and intermediate level students receive 360 minutes(8 periods) of ELL instruction each week. Advanced students receive 180 minutes(4 periods) each week. as part of the Part 154 mandate. Our largest number of ELLs are in grades one and two. Consequently, we have decided to do a push-in model. We have set up a self contained kindergarten ESL class where a certified ESL teacher conducts instruction. . There is a grade1 and grade 2 class with predominantly ESL students where the ELL Coordinator pushes in to provide the mandated ESL hours of instruction. In grades 3,4,5, students are pulled out and grouped in their heterogeneous levels and in consecutive grades.
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.

As a result of the implementation of the common core learning standards differentiated instruction is infused within the framework of every lesson in all classrooms. Instruction is administered in english. Content is taught in small group as well as whole class depending on the objective of the lesson. Aides such as visuals, partnering, scaffolding, modeling and technology are used to make the content more comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students that take the state math exam are provided with a copy in their native language when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Beginning levels of ELL students receive greater exposure to oral modalities, while more advanced levels of ELL students receive more intensive reading and writing instruction within the comprehensive literacy framework. ELLs develop oral language through partner, share and group activities which incorporate effective discussion techniques and active listening. Students listen to a read alouds, answer questions and write responses to text. Instruction includes visual aides such as the computer, smartboard activities, and anchor charts. Reading activities include guided reading instruction, close reading activities, partner and independent reading. These assessments are done daily both formally and informally.
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).
 - a. Since ELL students are required to take the NYS ELA exam after one year, academic rigor must take place within the lesson framework and planning. In the situation where there are SIFEs attention must be given to the learning gaps in a students education. A SIFE student needs intensive instructional support and is taught in small group setting, AIS and extended day. A title 3 after school program is also offered to SIFE students.
 - b. Instruction for newcomers who are at the preproduction stage of second language acquisition, are given modified instruction focusing on vocabulary, listening, modeling, reading and writing, using visuals and hands on activities.
 - c. The ELL teacher and staff that instruct students in the 4 to 6 year range use a differentiated instructional approach capitalizing on the student's learning styles, interests and academic abilities.
 - d. Instruction for our long term ELLs is focused on immersing students in a print rich environment providing context enriching

activities and engaging students in authentic and meaningful learning activities.

e. Former ELLs are given continuous support through scaffolded instruction and supplemental title 3 programs. Students in the testing grades are given extended time and separate location as a testing modification for up to two years after reaching proficiency.

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?

Lessons for students with disabilities are modified to address different learning styles by incorporating technology such as AWARD Learning, Reading Plus and Soar to Success.

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?

Our ELL students with special needs are placed in self contained classes and in ICT classes as per their IEP. These students receive services from a licensed ELL pull out teacher, support services as indicated on their IEP as well as AIS services. Tiered activities that address student's ability levels and learning styles are utilized as a differentiated instructional approach providing these students with varied entry points to the curriculum. Technology support in the form of computer based ELL programs and Smartboard technology provide an interactive, visual approach for ELL students with disabilities. Students IEPs are taken into consideration when planning for the technological component of instruction.

Courses Taught in Languages Other than English

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

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

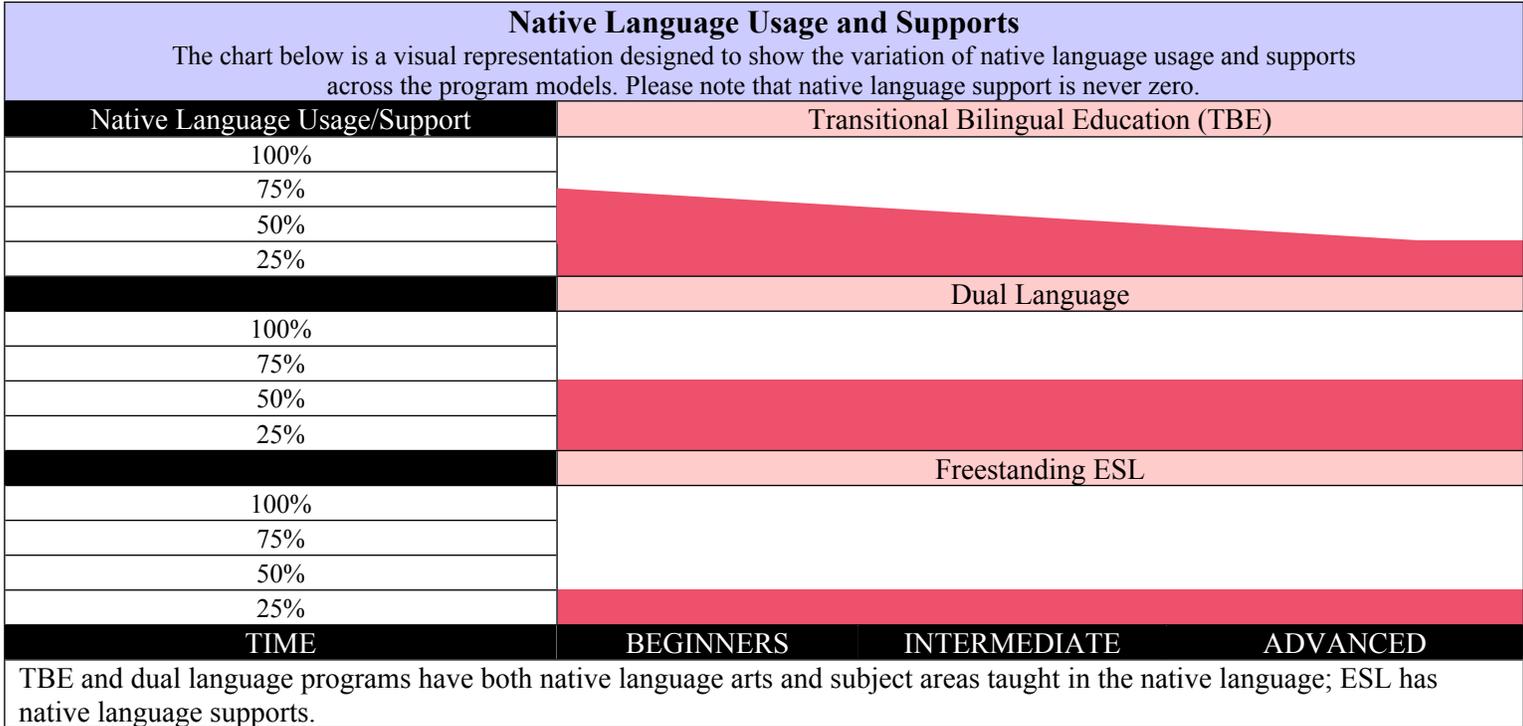
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

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.
- ELL students participate in small groups with an ELL pull out teacher for a minimum of three sessions per week. Students are also given an opportunity for small group instruction in the 75 minute extended day program which is offered on Mondays and Tuesdays. Selected students are given one on one tutoring through the Reading Partners Program which has been put in place this year. In math, Soar to Success will be used to provide additional support as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ELL program is providing students with various instructional supports such as scaffolding, modeling, bridging, contextualizing, schema building, graphic organizers, questioning and cooperative learning groups. Flexible grouping is done according to student's needs through guided reading, read aloud, shared reading, close reading and the writing process.
11. What new programs or improvements will be considered for the upcoming school year?
- Classrooms will be provided with clickers which will be used to help teachers assess student understanding and performance during lessons. With the new Go Math and Ready Gen common core aligned programs, ELL students will be given more opportunities to demonstrate understanding through mid-chapter assessments, unit exams, and performance tasks. Progress monitoring will ensure that students are progressing at an adequate rate. It will also allow for learning gaps to be addressed through reteach and reassess. The online Reading Plus program will be used to help students with reading accuracy, visual tracking, stamina building and comprehension support.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services are being discontinued for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our school makes every effort to ensure that ELLs have equitable access to educational opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all after school and supplemental programs and take part in the extracurricular arts , such as chorus, band, violin, visual arts and student government.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have an array of appropriate instructional materials for our ELLs. Text books, big books, leveled text, workbooks, grammar books, dictionaries, glossaries, posters, flash cards and other hands on materials are used when instructing our ELLs. We have software targeting language development in our classrooms. Native language books are provided in the school library. The school has provided Go Math in spanish for grades 3-5. The AWARD Reading Program is also used as a supplemental support which is used in school as well as at home.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ELL teacher provides support to students in their native language by encouraging them to use their native language. The use of books and resources from a multicultural library is also available. Teachers may utilize the student's native language to ensure the student's understanding of content area subject matter while the student is acquiring english. Bilingual dictionaries are very helpful. Instruction for our long term ELLs is focused on immersing students in a print rich environment, providing context enriching activities and engaging students in hands on, meaningful learning experiences.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Depending on the grade level, students are provided with ELL practice books which are used to compliment the skills that are being taught. Activities found in the NYSESLAT practice books from Continental Press are also used.
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.
- Throughout the school year the ELL teacher supports ELL students, especially students in the testing grades. Books utilized for test preparation and in the content areas are often in spanish. We have a fifth grade teacher with an ELL license that facilitates an after school Title 3 program for students in the testing grades.
18. What language electives are offered to ELLs?
- There are currently no language electives available.
19. For schools with dual language programs:
- 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)?

We do not currently have a dual language program.

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. Outside professional development is offered by the Office of English Language Learners and the CFN for teachers servicing ELL students. It is the goal of this professional development to provide the instructional support for teachers to instruct ELLs in all subject areas as well as set high expectations for these students to make the same yearly progress that is required of all students.

Professional development will include:

- * Common core learning standards
- * ESL instructional strategies
- * Text complexity
- * Differentiation of instruction for ELLs/ UDL
- * Applying the Danielson Framework in the ESL Classroom

2. Professional development will be delivered through faculty conferences, teacher inquiry groups and the network. The Chancellor's Professional Development Days will also be used to deliver professional development pertaining to ELL instruction. Ready Gen and Go Math both contain an ELL component with scaffolded instruction and differentiation which is highlighted at these trainings. All staff meet weekly to examine student work at Teacher Inquiry.

3. ELL students going to middle school will be invited to attend orientation sessions in the evening with their parents. The Parent Coordinator will facilitate these sessions. The ELL Coordinator is present at these orientations to provide translation as needed.

4. We document every meeting and workshop with an attendance sheet and agenda to ensure that 7.5 hours of training is supplied to the staff. In addition to ELL teachers, all staff members are provided with professional development. ELL training for non-ESL teachers and ongoing. Teachers are also directed to ARIS Learn where they can watch videos showcasing best practices.

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. Parents of newly enrolled students are invited to attend an orientation meeting where the ELL program is introduced. Invitation letters are sent in many languages and phone calls are made when needed. Parents review a DVD entitled "Orientation For Parents of ELL Learners" provided by the Office of English Language Learners. The DVD had been translated into 13 languages. The ELL Coordinator in conjunction with the Parent Coordinator organizes these orientation meetings. Parents are given an opportunity to meet the staff at "Meet The Teacher Night" which is held in September. On that night, ELL parents are also invited to attend an orientation of the ELL program in the school. This night is usually well attended. Parent Teacher Conferences , curriculum nights and workshops are also given. The School Messenger System is used to keep ELL parents informed of the different activities that are available.
 2. GED and English As A Second Language For Parents is conducted in our shared campus at P.S. 152 every Saturday from 8:30 to 12:00.
 3. The ELL Coordinator creates informal meetings and surveys to assess the needs of the parents. Workshops are then provided.
 4. Workshops are provided based on the needs assessed from parent concerns and interests. Parents are provided with resources to help their children at home and are given specific strategies that they can use in reading and math.

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.

This year, we made our AYP target for ELL students. 77.7% of our ELL students showed progress from 2012-2013.

Part VI: LAP Assurances

School Name: The School of Performing Arts**School DBN: 22K315****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Ranft-Quartana	Principal		11/15/13
Denise Ellman I. A.	Assistant Principal		11/15/13
Angela Gonzalez	Parent Coordinator		11/15/13
Christina Khan	ESL Teacher		11/15/13
Evens Toussaint	Parent		11/15/13
Manisha Wilson	Teacher/Subject Area		11/15/13
Vincent LaVeglia	Teacher/Subject Area		11/15/13
Deborah Kennedy	Coach		11/15/13
Joanne Fava	Coach		11/15/13
Charles Farruggia	Guidance Counselor		11/15/13
Nancy Ramos	Network Leader		11/15/13
Joni Riggio	Other		11/15/13
Rina Goldman	Other		11/15/15
Monica Critser	Other		11/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22 School Name: 315

Cluster: CEI PEI 533 Network: Nancy Ramos

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

The oral interpretation will be done as needed with in house personnel such as teachers, paraprofessionals, and school aides. School messenger will also translate important information through the telephone. School messenger can provide communication in all of languages that are predominant at PS 315K such as Spanish, Haitian Creole, Bengali, etc.

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

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

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: PS 315K	DBN: 22K315
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 315K implements a freestanding ESL program in accordance with CR Part 154. We have two self contained ESL classes in grades Kindergarten and First. The Kindergarten ESL class contains 18 students , the first grade ESL class contains 28 students. There are an additional 33 ESL students in grades 2-5 mainstream classes. The ESL teacher pushes into the self contained first grade class to provide the mandated ESL services to the students. The Kindergarten ESL teacher has an ESL certification and provides the mandated services to her students. The ELL coordinator utilizes both the push-in and pull-out model to service the students in grades 2-5. Instruction is tailored to comply with the Common core state learning standards.

Our ELL students are grouped according to their language proficiency levels and they are serviced according to the compliance guidelines for ELL instruction. Beginner and intermediate ELLs get 360 minutes of ESL per week, while advanced students get 180 mandated minutes of ESL instruction per week.

PS 315K will offer a Title 3 After School for grades 2, 3,4,5 three hours a week every Tuesday from 3:30-5:00 and every Thursday from 2:30-4:00. The Saturday ELL Academy will run from 9:00m -12:00 on Saturday and service our ELL students in grades K and 1. These programs will begin the week of November 5. Utilizing the LAB-R and NYSESLAT assessments, students will be identified and invited to attend. All beginner and intermediate level ELL students will be invited to attend the program. Letters will be sent to parents in the dominant languages to accommodate translation needs.

The ELL target population for the ELL program will be identified based upon the level of English proficiency using the LAB-R and the NYSESLAT. All beginners and intermediate students will be invited to attend. Letters will be sent in different languages to accommodate their needs.

The program will service 15 students in grades K and 1 and 15 students in grades 2-5. The program will start November 5 and end in May. The program will be 15 weeks, 45 sessions. The Title 3 instruction will be provided by three fully licensed ESL teachers who are experienced with working with ELL students. The language of instruction is English. The schedule for ESL Program is outlined below:

- 1.45 minutes of NYSESLAT practice utilizing Empire State Nyseslat from Continental Press.
2. Reading strategy practice utilizing ELL instructional strategies incorporating the Rigby program for read alouds, shared reading, independent reading and writing. We will utilize Imagine learning software to facilitate proficiency in this area, as well as, the Rigby Reading Program.
3. Supplemental Math instruction will be conducted the last 30 minutes of the program, concentrating on problem solving and utilizing Math vocabulary.

CD players will be purchased to accommodate the Listening and Speaking component of the NYSESLAT. General instructional materials will also be purchased to accommodate this program.

Part C: Professional Development

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

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

Begin description here:

The ELL Coordinator will conduct Professional Development sessions to both ELL and Common Branch teachers pertaining to Effective ELL Instruction. The Literacy Coaches will provide Professional Development on incorporating the ESL strategies into a Balanced Literacy Prototype. Writing is another PD focus for all teachers of ELL students. The math coach will provide Professional Development sessions on using content area Math Vocabulary and problem solving with ELL students. ELL instruction aligned to the Common Core State Standards will be provided by the Literacy Coach. Monthly dates for these sessions will be set up after school for 1 hour during the months of November through May.

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: Workshops for ELL parents consist of the following:

1. An orientation meeting to apprise parents of the different types of ELL programs. These include transitional ESL, Bilingual and Dual Language. Translation will be provided in the dominant languages such as French Creole, Spanish, Bengali, Urdu, etc.
2. Workshops on the Common Core State standards in Literacy and Math.
3. Workshop on the NYS Assessments for ELL parents.
4. ELL Strategies in the different content areas for ELL parents to help their students.
5. Family Literacy Night: teachers model good reading practices that parents can use with their students. Each student will leave with a book.
6. Family Math Night: Students will participate in Math games with their parents to encourage oral language development and the use of Math vocabulary.
7. NYSESLAT Informational Workshop for Parents.
8. Multicultural Night- Every parent will contribute a dish from their country of origin. Parents will dress in clothing representative of their culture.

These workshops will be provided by the ELL Coordinator, Literacy Coach, Math coach, Parent Coordinator.

Parents will be notified by school messenger, parent letters or flyers, Engrade computer parent component.

Part E: Budget

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

Allocation Amount: \$12012

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