



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 15 ROBERTO CLEMENTE SCHOOL

DBN (i.e. 01M001): 01M015

Principal: IRENE SANCHEZ

Principal Email: ISANCHEZ11@SCHOOLS.NYC.GOV

Superintendent: DANIELLA PHILLIPS

Network Leader: DANIEL FEIGELSON

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
Irene Sanchez	*Principal or Designee	
Donna Fiscina	*UFT Chapter Leader or Designee	
A. Makeba O’Brien	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Safer	Member/ Teacher	
Ashley Mendolia	Member/ Teacher	
Laura Salmon	Member/ Teacher	
Miriam Bowen	Member/ Parent	
Fatima A. Johnson	Member/ Parent	
Lourdes Gonzalez	Member/ Parent	
Sharline Ramsey	Member/ Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 01M015

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	190	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.2%	% Attendance Rate		90.3%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	12.4%	% Students with Disabilities		32.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American		35.6%	
% Hispanic or Latino	52.5%	% Asian or Native Hawaiian/Pacific Islander		8.5%	
% White	1.7%	% Multi-Racial		0.6%	
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals		N/A	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	13.0%	Average Teacher Absences		3.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.2%	Mathematics Performance at levels 3 & 4		4.2%	
Science Performance at levels 3 & 4 (4th Grade)	50.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
PS 15's 12-13 SCEP, developed by the SLT, was based on recommendations contained in the most recent SQR. All goals were guided by Tenets 2-6 of DTSDE. Goals reflected the school's ongoing efforts to raise the level of instruction and pedagogy consistent with the DOE's initiatives in CCLS-aligned curriculum and teacher development using the Danielson framework. Clear, actionable goals were met or exceeded in the following areas: Goal 1: Teacher observation; Goal 2: Professional development to develop higher order thinking skills in ELA; Goal 3: Professional development in using rubrics to improve instruction through assessment; and Goal 5: Parent workshops offered monthly.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The SLT needs to revisit Tenet #5: <i>Student Social and Emotional Developmental Health</i> to create a new Goal 4 that is appropriately targeted to the schools' needs. Similarly, while Goal 5 was essentially accomplished, an action plan item for creating additional procedures to identify student needs was not considered useful. In our small school where individual student needs are well known, we can effectively use existing structures, such as PPT, to ensure that all appropriate resources are deployed.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The 12-13 SCEP required us to base goals on recommendations of most recent SQR. The SQR report recommendations in some areas did not reflect the current strengths of the school. For example, recommendations for teacher observation and professional development had been met and exceeded before the SQR report was published. The necessity of developing goals based on the SCEP, therefore, limited the school's appropriate choices as evidenced by the 12-13 QR's "Well Developed" rating in the <i>Use the observation of classroom teaching with a research-based, common teaching framework</i> .			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school successfully implemented the Goal 1 action plan strategies to provide effective use of observations in fostering teacher growth, providing for teacher involvement and self-direction, and, through environmental observations, ensuring adequate classroom resources for instruction. Goal 2 and 3 action plan strategies were implemented as written, through PD, after-school programming, inquiry teacher team study, planning, and principal observation and feedback. Most action items for Goal 5 were accomplished, including CBO attendance at Parent Summit and identification of new CBOs.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Not met: Goal 4: PS 15 will create explicit procedures for the support of the social and emotional needs of students in crisis and residing in temporary housing. Stakeholders met and compiled a variety of resources and procedures available, but did not create a specific protocol or plan. It was felt that developing strict protocols and procedures would be less effective than the use of flexible and individualized deployment of resources and individualized interventions currently in place for students.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
PS 15 does not anticipate barriers in developing the 13-14 SCEP. We have an active SLT and a clear direction. However, the high number of students in temporary housing results in student transience, which can present a challenge in meeting student academic achievement targets. In addition, as we develop our 13-14 SCEP, we will need to ensure that each and every action plan item is relevant and will move us toward achieving our goals.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The most recent New York State Accountability Report (2011-2012) identified <i>All Students</i> and <i>Economically Disadvantaged Students</i> as not meeting AYP in ELA. These groups are exactly equivalent (n=59). The PI achieved by this group was 110. The Performance Index Safe Harbor target for these students was 113. This target may be adjusted when further information becomes available from NYSED.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leader will devote the January faculty meeting to communication of the SCEP contents, goals, and action plans to the full school staff. The SLT members will communicate goals and action plans to families through the PTA			
Describe your theory of action at the core of your school's SCEP.			
Effective use of data and student assessment to determine student need, high quality research-based professional development and instruction that addresses those needs, and the creation of a school climate and culture conducive to learning will result in accelerated student achievement.			
Describe the strategy for executing your theory of action in your school's SCEP.			

Our strategy for executing this theory of action is to (1) craft significant goals based on the 2012-2013 QR, 2011-2012 SQR report and SIG goals, (2) to involve all stakeholders in achieving these goals, and (3) to embed actionable strategies for achievement within existing school structures, such as the use of the Danielson Framework for teacher development, action planning for RTI, inquiry teacher teams, and schoolwide differentiated professional development.

List the key elements and other unique characteristics of your school's SCEP.

The first three goals address all areas of the instructional core as our professional development deepens teacher understanding, involves teachers in directing their own learning, and as we shift our curricular structures towards increasing student engagement and active learning through questioning and discussion. The climate and culture of the community is addressed through goals four and five as we deepen connections between school, families and community to increase consistent student attendance and provide a range of high quality services and resources. An environment conducive to learning and high quality instruction will raise student achievement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The 2012-2013 QR identified the school as “Well Developed in the area of Systems for Improvement 4.1: *Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.* This is an indicator of leadership’s capacity to oversee improvement. Another area rated “Well Developed” in the area of School Culture is 1.4: *Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.* This indicates a culture that fosters learning among students and adults and works to problem-solve and grow. The quality of leadership and the school culture provide the collaborative capacity to ensure implementation of the improvement plan.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“A comprehensive PD plan that focuses on the needs of teachers and student subgroups not making AYP should be developed. School leaders should monitor the effects of PD on classroom instruction and student achievement.”

Review Type:	SQR	Year:	2011-2012	Page Number:	5	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013, a comprehensive PD plan will be implemented that includes a minimum of 40 hours of professional development per teacher around developing content knowledge and enhancing pedagogical practices leading to student achievement as measured by PD attendance logs and classroom observations of teacher practice as documented on Advance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy 1: Provide differentiated professional development that focuses on teachers’ needs.

1. Provide teachers with differentiated professional development around effective pedagogical practices. (2.3, 2.4, 2.5)
2. Conduct individual meetings with teachers to discuss and set 2 professional goals for the school year at the beginning of the year. (2.3, 2.5)
3. Conduct end of year individual meetings with teachers to discuss the extent to which they have met their goals. (2.3, 2.5)
4. Create cohorts for teachers working on the same goals to increase schoolwide collaboration. (2.2, 2.3, 2.4, 2.5)
5. Develop a structure for inter-visitations to enable teachers to observe best practices. (2.2, 2.3, 2.4, 2.5)

Strategy 2: Provide professional development that develops teachers’ content knowledge.

1. Provide teachers with professional development that further develops their content knowledge. (SOP 2.3, 2.4, 2.5)
2. Provide teachers with professional development on the implementation of new curriculum. (SOP 2.2, 2.3, 2.4)
3. Teachers will participate in weekly study groups to discuss curriculum planning, analyzing student data, and action planning for student success. (SOP 2.2, 2.3, 2.4, 2.5)

Strategy 3: Provide professional development that develops pedagogical practices aligned to schoolwide goals.

1. Provide all teachers with a copy of the book Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson. (2.2, 2.3, 2.4, 2.5)
2. Provide teachers with professional development on the Danielson Rubric to ensure common language and expectations for pedagogical practices. (2.2, 2.3, 2.4, 2.5)
3. Provide opportunities for teachers to collaborate in professional learning communities around pedagogical practices and instructional strategies. (2.2, 2.3, 2.4)
4. Provide professional development around the Citywide Instructional Expectations and our instructional focus. (SOP 2.2, 2.3)

Strategy 4: Evaluate effectiveness of professional development through observation of teacher practice.

1. Conduct a minimum of 4 formal and informal observations for every teacher with a focus on schoolwide goals, teachers’ professional goals, and implementation of professional development received. (2.3, 2.5)
2. Provide teachers with written feedback aligned to schoolwide instructional expectations and teachers’ professional goals.(2.3,2.5)
3. Implement a structure for teachers to complete reflections for all professional development received. Reflections will be used to determine next steps and effectiveness of PD. (2.3,2.5)
4. Teachers will complete self reflections a minimum of three times per year. (2.3, 2.5)
5. Hire an Assistant Principal to support professional development and monitor effects of PD on instruction. (2.3, 2.4, 2.5)

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

Strategy 1:

1. Principal will schedule professional development, conduct professional conversations around goal setting, create an open intervisitation schedule, and provide per session for teacher collaboration.
2. Teachers will participate in goal setting process and independently schedule intervisitations.

Strategy 2:

1. Principal will contract expert consultants to provide professional development.
2. Network support staff will provide professional development.
3. Principal and Asst. Principal will facilitate weekly study groups and provide instructional support.
4. Teachers will participate in study groups.

Strategy 3:

1. Principal will provide all teachers with the book Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, purchased in June 2013.
2. Principal and Literacy Coach/ Assistant Principal will conduct professional development.
3. Teachers will participate in professional development days.
4. Network support staff will provide professional development.

Strategy 4:

1. Principal and Literacy Coach/Assistant Principal will conduct formal and informal observations and manage scheduling.

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

Strategy 1:

1. Each teacher will have 2 professional goals.
2. Teachers will have participated in a minimum of 4 hours of PD per quarter.
3. PD Time tracking forms indicate target hours achieved.
4. Sign in sheets will be collected for each professional development activity.

Strategy 2:

1. Teachers will have participated in a minimum of 4 hours of PD per quarter.
2. PD Time tracking forms indicate target hours achieved.
3. Sign in sheets will be collected for each professional development activity.

Strategy 3:

1. Teachers will have participated in a minimum of 4 hours of PD per quarter.
2. PD Time Tracking forms indicate target hours achieved.
3. Sign in sheets will be collected for each professional development activity.
4. Teachers will sign for receipt of book.

Strategy 4:

1. Teachers' self reflections of performance will be evaluated for growth a minimum of three times per year.
2. Teachers will have a minimum of one observation per quarter.
3. Teachers will demonstrate effective practices or growth across the Danielson Domains.

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

1. All teachers will be observed a minimum of 4 times per year on a rolling basis throughout the year.

2. Professional development will be offered beginning September 2013 through June 2014.
3. Books will be distributed on September 4, 2013.
4. Assistant principal will be hired by February 2014.

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

1. 25 copies of Enhancing Professional Practice: A framework for Teaching, by Charlotte Danielson – no cost
2. Per diem rate coverage for teachers to participate in 60 days of professional development with consultants and network support.
3. Metamorphosis – 19 consultant days
4. American Reading Company 10 consultant days
5. Junior Great books – 10 consultant days
6. Network – 10 PD days
7. Ramapo – 6.5 consultant days
8. Literacy Coach salary
9. Weekly common prep periods
10. Assistant Principal salary

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop curricula and tasks that challenge students to think, write, and problem solve at higher levels so that they are better prepared for middle school and beyond. QR 1.1

Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

Raise the number of students attaining level 3 and 4 by 10% in ELA by further developing curricula that challenges students to think, write, and solve problems at higher levels as measured by the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Strategy 1: Implement CCLS curricula
1. K-2 will implement Teacher's College units of study aligned to CCLS and student data. (SOP 3.2)
 2. K-2 curriculum will be supplemented with Junior Great Books units to ensure close reading of complex text and higher order thinking, questioning, and discussion opportunities.

(SOP 3.2)

3. Grades 3-5 will implement the CCLS Expeditionary Learning curriculum. (SOP 3.2)
4. K-2 classes will use Wilson's Foundations for systematic multi-sensory word study, which supports CCLS Foundational Standards. (3.2)
5. K-2 classes will implement ARC Research Labs for close reading in non-fiction. (SOP 3.2)

Strategy 2: Provide teachers with professional development on curriculum implementation

1. Teachers will participate in professional development on the implementation of the Junior Great Books program, Expeditionary Learning, and Research Labs. (SOP 3.2)

Strategy 3: Provide opportunities for curriculum planning

1. Teachers will work in teams to plan curriculum. (SOP 3.3, 3.4, 3.5)
2. AIS teacher will develop targeted CCLS aligned instruction weekly. (SOP 3.3, 3.5)
3. Align cluster schedule to provide common preps to all K-5 teachers to enable them to engage in collaborative planning. (SOP 3.4)
4. Provide teachers with per session to engage in curriculum planning. (SOP 3.3, 3.4)

Strategy 4: Analyze data to determine effectiveness of implementation and instruction.

1. Inquiry teams will analyze student work to guide planning and instruction and maximize achievement. (SOP 3.4, 3.5)
2. Study groups will be dedicated towards analysis of student data and action planning. (SOP 3.4,3.5)
3. Pre and post assessments will be administered and analyzed to ensure growth. (SOP 3.5)
4. Principal and Assistant Principal will conduct formal and informal observations to measure impact and effectiveness of instruction. (SOP 3.5)

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

Strategy 1:

1. Great Books Foundation will provide Junior Great Books curriculum materials.
2. NYSTL funds will be used to purchase Expeditionary Learning.
3. American Reading Company will provide curriculum materials for Research Labs Curriculum.
4. Wilson Language Training will provide Wilson Foundations curriculum materials.

Strategy 2:

1. Great Books Foundation consultants will provide professional development.
2. NYC DOE will provide Expeditionary Learning professional development.
3. American Reading Company consultants will provide professional development.

Strategy 3:

1. Teacher Teams
2. AIS teacher
3. Principal will coordinate schedules and provide per session to teachers

Strategy 4:

1. Principal and Literacy Coach/ Assistant Principal will facilitate study groups and conduct formal and informal observations
2. Teacher teams will analyze student work and assessment data

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

Strategy 1:

1. Curriculum calendars are created for each grade
2. Replacement units are ordered and available for planning
3. Appropriate classroom libraries and student materials are selected and ordered.

Strategy 2:

1. Teacher reflections indicate impact of PD.
2. Sign in sheets indicate participation in PD by teachers.

Strategy 3:

1. At least two units of study in core content area are planned by December 2013 and units show evidence of instruction that will challenge students at cognitively high levels.
2. As a quarterly benchmark, planned CCLS-aligned units of study will be submitted for each unit developed during the benchmark periods.
3. Administration and teacher teams will meet to determine specific student learning needs a minimum of 1 time per quarter.
4. Inquiry team agendas will be submitted weekly.

Strategy 4:

1. Classroom instruction will incorporate the strategies and understandings addressed in PD as evidenced through formal and informal observations.
2. Pre and post assessments for inquiry students will demonstrate student growth.
3. Evaluate teacher data binders for evidence of student learning.

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

1. 5 consultant days with Great Books Foundation consultants will occur between September 2013 through December 2013 approximately every 2 weeks with grades 1 and 2. Kindergarten will receive 5 consultant days with Great Books Foundation consultants and will occur between March 2014 through May 2014 approximately every 2 weeks.
2. Research Labs PD will begin in January 2014.
3. Expeditionary Learning will be ongoing.
4. Observations will be ongoing from September 2013 through May 2014.
5. Action Plans for addressing student needs will be submitted every 3 months.
6. Triannual examination of data binders will be completed in November 2013, February 2014, and May 2014.
7. One teacher team meeting per quarter will be dedicated to analyzing student work beginning in December 2013 through June 2014
8. Beginning September 2013 through November 2013, all curriculum materials will be ordered and delivered.
9. By December 2013 all classroom libraries will be ordered.
10. By November 2013 all inquiry teams will begin analyzing student work and creating targeted lesson plans.
11. By January 2014 AIS teacher will be hired.
12. Per session activities will occur between September 2013 and June 2014.

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

1. OTPS to purchase curriculum materials
2. Per diem rate coverage for teachers to participate in 60 days of professional development with consultants and network support.
3. Metamorphosis – 19 consultant days
4. American Reading Company 10 consultant days through Title 1 SWP
5. Junior Great books – 10 consultant days
6. 4 Weekly common prep periods for all grades
7. 1 common prep period dedicated to Study group with administration
8. AIS teacher salary
9. Assistant Principal salary
10. Literacy Coach Salary
11. Per session for hours per session 5 hours per session X 12 teachers for curriculum planning from Priority funds
12. Per session for hours per session 20 hours per session X 15 teachers for curriculum planning from SIG grant

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teaching practices with questioning, discussions and routines that extend students' critical thinking and independence to promote rigor. (1.2)

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 75% of teachers will have demonstrated effective practice in domain 3b: Questioning and Discussion, of the Danielson Framework as measured by classroom observations as documented in Advance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy 1: Provide teachers with professional development in the development of their practice around questioning and discussion.

1. Great Books Foundation will provide teachers with professional development in The Shared Inquiry Method, an approach to questioning and discussion practices that leads to higher order thinking. (SOP 4.2)
2. Grades 3-5 will participate in professional development with Dan Feigelson, network leader, on effective conferring practices in reading that encourage talk. (SOP 4.2,4.5)
3. Teachers will be provided with research based articles and instructional strategies to support their work around questioning and discussion. (SOP 4.2)
4. Grades 3-5 will participate in professional development with Carol Mosesson-Teig, network Math specialist, on effective conferring practices in math that encourage talk. (SOP 4.2, 4.5)
5. Grades K-5 will develop effective talk moves through professional development with Metamorphosis consultants.
6. Study groups will be dedicated to questioning and discussion practices. Student conversations and contributions to discussions will be analyzed to determine the level of student discourse.(SOP4.5)

Strategy 2: Evaluate effectiveness of professional development through observation of teacher practice.

1. Conduct a minimum of 4 formal and informal observations for every teacher with a focus on schoolwide goals, teachers professional goals, and implementation of professional development received. (SOP 4.5)
2. Provide teachers with written feedback aligned to questioning and discussion practices.(SOP 4.5)
3. Implement a structure for teachers to complete reflections for all professional development they participate. Reflections will be used to determine next steps and effectiveness of PD. (SOP 4.5)
4. Teachers will complete self reflections of their practice a minimum of three times per year. (SOP 4.5)
5. Hire an assistant principal to support professional development and monitor effects of PD on instruction (SOP 4.5)

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

Strategy 1:

1. Dan Feigelson, Network leader, will provide professional development on conferring in reading.
2. Carol Mosesson-Teig, Network Math Specialist, will provide professional development on conferring in reading.
3. Metamorphosis consultants will provide professional development to teachers

- Great Books Foundation consultants will provide professional development to teachers

Strategy 2:

- Principal and assistant principal will observe teachers formally and informally to measure effectiveness of professional development.
- Teachers will complete reflections.

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

Strategy 1:

- PD addressing questioning and discussion will occur a minimum of one time per month.

Strategy 2:

- By February 2014, 50% of teachers will have demonstrated effective practices in questioning and discussion.

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

- PD will be offered ongoing between September 2013 and June 2014.
- Observations will be ongoing from September 2013 through May 2014.

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

- Per diem rate coverage for teachers to participate in 39 days of professional development with consultants and network support.
- Metamorphosis – 19 consultant days
- Junior Great books – 10 consultant days
- Network support X 10 days
- 4 Weekly common prep periods for all grades
- 1 common prep period dedicated to Study group with administration

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school leader should seek to involve parents and the community in a continued effort to ensure that students attend school consistently. Strategies and best practices from other similar schools should be investigated and replicated, if applicable.

Review Type:	SQR	Year:	2011-2012	Page Number:	4	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, we will increase our overall attendance to 92.4% as measured by ATS attendance reports.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy 1: Dedicate resources to the prevention of chronic absenteeism.

1. Monthly recognition assemblies for students with 100% attendance. Students will receive medals and parents will be invited to attend. (SOP 5.5)
2. Continue our partnership with The Mayor's Initiative for Chronic Absenteeism and Truancy whereby best practices among school can be shared.
3. Hold 2 parent summit meetings per year. (SOP 5.2)
4. Assign success mentors to all students with attendance below 90%. Success mentors will check-in on students daily and contact parents to follow up on attendance. (SOP 5.2, 5.3, 5.5)
5. Conduct weekly raffles for students who arrived to school on time and provide prizes. (SOP 5.2)
6. Provide weekly class incentives to the classes with the highest attendance. (SOP 5.2)
7. Announce daily classes with 100% attendance for the day. (SOP 5.2)

Strategy 2: Dedicate resources to intervention for families with chronic absenteeism.

1. Grade level attendance liaisons will call home every time a child is absent.(SOP 5.2, 5.5)
2. Initiate robo-calls to wake up students in the morning. (SOP 5.2, 5.3)
3. Ken Lowenstein, attendance liaison from CFN 203, will hold a parent meeting with parents of children who have less than 90% attendance currently or during the previous school year (SOP 5.2,5.3, 5.5)
4. Letters will be mailed home to parents when their children are absent from school for 5 days and then again once they have been absent for 10 days. (SOP 5.2)
5. Home visits will be made for students with poor attendance. (SOP 5.2)

Strategy 3: Monitor attendance regularly to ensure increased attendance.

1. RDAL will be posted daily so in order for teachers to verify student attendance. (SOP 5.5)
2. Conduct weekly attendance meetings to evaluate attendance data and brainstorm action plans for improvement.(SOP 5.5)
3. Attendance teacher will verify all attendance records to ensure accurate reporting of student attendance.(SOP 5.2)
4. Monthly attendance rates will be compared to 2012-2013 monthly attendance rates quarterly. (SOP 5.5)

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

Strategy 1:

1. Principal will provide incentives for students.
2. Success mentors from the Dept. of Aging will attend all attendance meetings and follow up with students and families.
3. Supplies for parent flyers and notices.

Strategy 2:

1. Attendance teacher will make home visits to families with poor attendance.
2. Network staff, Ken Lowenstein, will conduct parent meetings.

Strategy 3:

1. Principal, guidance counselors, attendance teacher, parent coordinator, school nurse, and success mentors will attend weekly attendance meetings
2. Attendance teacher will facilitate attendance meetings, retrieve attendance data, follow up on accuracy of data,

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

1. Monthly attendance will be higher than 92%
2. The number of students with 100% attendance will increase each quarter.
3. Quarterly attendance comparison for the previous year should demonstrate an increase in attendance.

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

1. Success mentors will see students daily beginning in October 2013.
2. Attendance meetings will be held 2 times per year between December 2013 and May 2014.

3. Weekly raffles will begin in November 2013 and continue through June 2014.
 4. Beginning September 2013 and ending June 2014 weekly attendance meetings will occur.
 5. Recognition assemblies will occur monthly beginning in October 2013.
 6. Parents will receive a recognition for good attendance in December 2013, March 2014, and May 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. AIDP funds will be used to purchase incentive rewards and medals.
 2. All attendance committee members will set aside 1 period every Tuesday at 10:10AM to attend meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
AIDP Every Student Every Day										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The Principal should continue to assess the support services needs of students, align and supplement existing resources for maximum effect, and seek out additional resources, such as CBO's, to address concerns.							
Review Type:	SQR	Year:	2011-2012	Page Number:	4	HEDI Rating:	N/A

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
The school will continue to assess support services needs and utilize multiple CBO's to provide a minimum of 6 services to families and students by June 2013 as measured by sign in sheets and evidence of services delivered.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
Strategy 1: Assess support service needs of students and families.	
<ol style="list-style-type: none"> 1. PS 15's PPT form will be amended to include a space for recommendations for additional support services beyond academic services. (SOP 6.5) 2. SLT will dedicate 25% of their time to the collection and analysis of data around parent involvement and support and planning for and seeking supports that can be implemented. (SOP 6.4, 6.5) 3. Guidance counselors, parent coordinator, attendance committee members and success mentors will maintain communication with students and parents to ascertain needs. (SOP 6.3, 6.4, 6.5) 4. Create a log book to monitor referrals to CBOs to determine predominant needs. (SOP 6.4, 6.5) 5. A parent survey will be created to determine the needs and interests of families and the workshops they will likely attend. (SOP 6.3, 6.5) 	

Strategy 2: Utilize school resources and CBOs to provide supports to students and families

1. Guidance counselors and parent coordinator will set up individualized referrals to CBOs to meet their needs. (SOP 6.4, 6.5)
2. Various parent workshops will be offered based on the results of parent surveys. (SOP 6.2, 6.3, 6.4, 6.5)
3. Parents and students will be provided with food as an incentive to attend workshops and events. (SOP 6.2)
4. CBOs will be invited to attend our three Parents Summits to introduce the school community to CBOs and resources they can provide. (SOP 6.2, 6.3, 6.4, 6.5)
5. School uniforms will be purchased for STH families who are unable to purchase them. (SOP 6.2, 6.5)
6. A CBO will be invited to attend SLT meetings. (SOP 6.3, 6.4)
7. New organizations will be recruited to provide supports/ resources for families. (SOP 6.4, 6.5)
8. CBOs will sponsor events to encourage parent involvement and participation. (SOP 6.2, 6.3, 6.4, 6.5)
9. School wellness council will plan ways to support students and families with health and nutrition needs. (SOP 6.4, 6.5)
10. CBOs will participate in school beautification projects and school service projects enhance a welcoming environment and foster a sense of pride and belonging among all stakeholders in our community. (6.2)

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

Strategy 1:

1. PPT team will collect data on services needed.
2. SLT will analyze data and action plan.
3. Classroom teachers will monitor students and determine needs.
4. Guidance Counselors and Parent Coordinator.

Strategy 2:

1. Principal and Assistant Principal will maintain and strengthen partnerships with CBOs
2. Physical Education teacher will coordinate Parent Summit and CBO participation
3. Guidance Counselors and Parent Coordinator
4. PPT, SLT, School Wellness council
5. Various CBOs

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

1. There will be a minimum of 3 parent summits.
2. There will be a minimum of 3 parent workshops.
3. At least 1 new organization will be recruited.

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

1. Parent Summits will occur in September 2013, November 2013, and March 2014.
2. PPT form will be updated and in use by January 2014.
3. A new organization will be recruited by December 2013.
4. Parent survey will be distributed during the month of December 2013.
5. CBO will join SLT by November 2013.
6. Triannual data analysis will occur in December 2013, March 2014, and June 2014.
7. SLT will meet monthly on the third Wednesday of the month.
8. Guidance counselors and parent coordinators will make referrals on an ongoing basis.
9. Uniforms will be distributed during registration and on an as needed basis.

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

1. SLT meeting monthly after school.
2. Attendance scheduled weekly.
3. PPT meeting scheduled weekly.
4. STH Title 1 set aside.
5. Title 1 Parent Involvement set-aside to pay for 3 workshops X \$705.

6. Title I Parent Involvement set-aside of \$479 to purchase food for families attending workshops.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June, 2014, at least 50% of PS 15 students will participate in ELT as measured by attendance data from before and after school activities.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

ELT will capitalize on the research-based RTI model of assessing and maximizing the learning opportunities of students who are struggling. Student engagement is enhanced by small group and individualized attention with instruction targeted for their demonstrated zone of proximal development. ELT in addition includes enrichment activities which serve to widen student experience and social-emotional development and strengthen the student-school connection. Sessions will occur both before and after school.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

ELT will be staffed by PS 15 teachers, paraprofessionals, and school aides

C. Identify the target population to be served by the ELT program.

Identified subgroup of All students/Economically Disadvantaged Students will be offered ELT.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III	X	Title I SIG		PTA Funded	X	Grants		In Kind		

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

N/A

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Programming offers a combination of academics and hands-on enrichment that includes opportunities for social and emotional growth as students productively play and work together. Enrichment activities that foster student interaction include fiber arts, dance, soccer and gardening. The curriculum used for academics utilizes active learning and interactive discussion techniques.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Students will be offered morning extended time for 40 minutes three times per week for a total of 72 hours for the school year. All staff members participate in morning intervention, ensuring that groups are small. Morning groups are focused on developing specific strategies and skills. After school programming will be offered twice or three times weekly depending on the program, for up to an additional 340 hours for a maximum total of 412 hours offered across the year. Afternoon programming includes an enrichment component plus academic programming organized into cycles targeting specific content areas. Each two-hour block begins with a healthy snack and social conversation followed either by a 60-90 minute period of an instructional and/or enrichment activity.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Student assessment data determines their needs and placement in the program. Their progress in ELT is monitored weekly at teacher team inquiry meetings

D. Are the additional hours mandatory or voluntary?

X	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of

students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

We use a combination of mandatory and voluntary hours. Morning hours are mandatory for all students. Afternoon hours are voluntary. The school ensures that students participate in afternoon hours through family outreach. Teachers confer with families to discuss progress reports and assessment data that demonstrate specific needs, explain ELT and advocate for student participation. Daily attendance records for ELT will confirm the participation of more than 50% of all students.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

PS 15's high economic need index reflects the population of students in temporary housing and qualified for free lunch. For this reason, our "All Students" group is exactly equivalent to our "Economically Disadvantaged" students. Typically, our students come to us with limited experiences and most register below grade level. In addition, PS 15's fluctuating enrollment from day to day greatly impacts overall progress as most year to year comparisons refer to different groups of students. We have therefore developed instructional approaches that provide quick identification of student needs and an emphasis on varied and immediate remediation. Virtually every student in our school receives targeted intervention individually and in small groups in ELT and across the day. PS 15 utilizes flexible scheduling to reduce class size and provide additional instruction to at-risk students by cluster teachers. In addition, an AIS teacher will provide regular RTI. Interventions are documented in teacher binders and binders are regularly and systematically monitored by administration. We believe that bringing quality educational experiences to our students, even if they are with us for just a short period of time, provides them lasting benefits.

G. Are you using an ELT provider procured using the MTAC process?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Student achievement is evidenced by baseline testing and post-testing for each cycle of intervention to measure growth and/or indicate a shift in instruction..

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, individualized conferring, strategy groups in reading and writing, small group systematic multi-sensory phonics instruction	Small group instruction, 1:1, tutoring	During the school day and after school
Mathematics	Strategy groups, individualized instruction and conferring	Small group instruction, 1:1 conferring	During the school day, after school
Science	Content area focus through literacy instruction	Small group instruction	During the school day
Social Studies	Content area focus through literacy instruction	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Alternative recess, girls' group, boys' group, social/emotional support groups, individual counseling, mediation, family services (CBO)	Small group, individual meetings, parent/child meetings	During the school day.

**Title I Information Page (TIP)
For School 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.
<ol style="list-style-type: none"> 1. Teachers will receive focused and differentiated professional development. 2. Teachers' professionalism will be honored and encouraged as they choose professional development goals to pursue in addition to the administrator's chosen goal. 3. Increased parent involvement opportunities and CBO support for student needs will create a strong home-school partnership that will lead to a collaborative environment that ensures the retention and recruitment of highly qualified teachers. 4. Higher attendance rates will attract highly qualified teachers to a learning environment in which their instruction can have maximal impact.

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).
High Quality professional development is in alignment with PS 15's SCEP goals and strategies as well as our School Improvement Grant. We firmly believe that all students can receive rigorous CCLS aligned instruction when teachers fully understand the content and can utilize effective instructional and pedagogical practices. To accomplish this, teachers participate in a myriad of professional development opportunities. To ensure consistency and thorough understanding of practices, the principal and/ or Literacy Coach/ Assistant Principal participate in most professional development opportunities alongside teachers. In addition to school level PD, CFN 203 provides regular professional development for teachers, paraprofessionals, guidance counselors, and administrators.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Struggling students at PS 15 have been provided with a rigorous academic program. We have worked to improve the quality of instruction being provided to all students through professional development and curriculum planning (per diem used to cover teachers participating in professional development and per session used to provide opportunities for collaborative curriculum planning). In addition, funds have been used to provide students with ample books for independent reading, and classroom supplies to ensure they have all necessary tools for successful learning. Additionally, parent workshops have been provided to help parents support their students. Through quality teaching, ample materials, and parent education, the intent and purpose of Title 1 funds, have been accomplished.

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.).
To provide a smooth transition to elementary school, we demystify kindergarten and build pleasant anticipation by planning visits and joint class activities. A favorite activity is to invite kindergarten students to be interviewed in the preK classroom. Our social worker conducts parent workshops and classroom tours to help families prepare. Pre-Kindergarten teachers participate in teacher team meetings to ensure a thorough understanding of kindergarten requirements to enable them to adequately prepare students. In addition, PreK participates in the schoolwide Action 100 program whereby parents and children develop regular reading habits that are consistent with kindergarten expectations.

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.
PS 15 uses varied assessments to inform instruction, including assessment built into curricula, NYCDOE Periodic Assessments, NYS Assessments, MOSL assessments, and teacher created assessments. The process for choosing and/ or developing assessments consists of

administrator and teacher team discussions to evaluate the assessment, determine the type of information it provides and its usefulness, and the dependability of the data it provides. Teachers and administrators came to an agreement on the best forms of assessment to meet the needs of the students. Teachers participate in professional development topics such as how to analyze data and how to use the data to inform instruction.

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);

**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 1	Borough Manhattan	School Number 15
School Name Roberto Clemente Elementary School		

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 Irene Sanchez	Assistant Principal Laura Salmon
Coach type here	Coach type here
ESL Teacher Rosemary Militano	Guidance Counselor Francis Soiis
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lanette Murphy
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0
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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	169	Total number of ELLs	19	ELLs as share of total student population (%)	11.24%
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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
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1													1
Pull-out	1	2	1		2	2								8
Total	2	2	1	0	2	2	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	2

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	9		1	8		2	2		2	19
Total	9	0	1	8	0	2	2	0	2	19

Number of ELLs who have an alternate placement paraprofessional: 1

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	1	5	1		6	1								14
Chinese	1	1				1								3
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	6	1	0	7	2	0	0	0	0	0	0	0	19

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)	1													1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1				1								2
Advanced (A)	2	5	1		7	1								16
Total	3	6	1	0	7	2	0	0	0	0	0	0	0	19

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					0
4	5	2			7
5	1	1			2
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									0
4	5		2						7
5	1		1						2
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	1				1				2
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.

Fountas & Pinnel and the Action100 IRLA are used to determine independent and instructional reading levels. Fountas & Pinnel is administered at the beginning and end of year, and the IRLA is used continuously throughout the year. These assessment instruments provide information about reading accuracy, fluency and comprehension that are immediately used for intervention and/or acceleration of learning. IRLA data is available online, and allows for tracking of student progress across school years. For example, it is immediately visible that 5 out of the 7 ELL students in 4th grade experienced "summer slide" in independent reading levels and will need immediate attention to bring them back up to their June level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the 2013 NYSESLAT data 5 students scored proficient, 7 students advanced in proficiency, 7 students have maintained their same level. The levels of two students cannot be compared because of missing test scores. Overall these test results indicate a strong program and we will continue to implement our successful strategies. In addition more time will be devoted to reading comprehension, drawing conclusions, writing and task completion strategies in order to push all the students to the next level.

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](#))

Paste response to question here:

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?

P.S. 15 does not use the ELL Periodic Assessment, but we do use other methods to assess our students. Running records are used to determine independent reading levels based on Fountas and Pinnell (F&P) classification system. Assessment results include information about reading accuracy, oral reading fluency, and comprehension. Students' writing development is measured through a running record of writing tasks, and this is assessed weekly.

With the American Reading Company Program (100 Book Challenge), continuous formative assessment results in action plans for each individual student. Student progress is monitored weekly including benchmark data that correlates to their individual goals. Data also includes students' strengths, weaknesses, progress over time and progress compared to goals. Our data indicates three main areas of need: vocabulary development, decoding/automaticity and strategic reading comprehension. P.S.15 ELL students are always given the option to have state exams in their first language, but at this time we do not have any ELLs taking exams in their first language.

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](#).)

PS 15 delivers Tier 1 classroom-based high quality instruction for all students with differentiation to meet the needs of ELLs and other students. Continual formative assessment in ELA ensures that growth and achievement over time is tracked. This data is accessible to teachers through an online database as well as on a data wall in the principal's office. A math data wall also shows achievement and progress over time and is continuously updated using curriculum-embedded unit assessments. When assessment indicates that student achievement is below expected levels, actions plans are created and students are scheduled for Tier 2 support. Tier 2 students are seen individually or in small groups with focused learning targets. Sessions take place at least twice per conferring cycle. The extra support typically takes place in the classroom, but can also include pull-out services. If progress continues to be delayed, students qualify for Tier 3 support, which is more intensive. Tier 3 students are seen three times within a conferring cycle. Tier 2 and Tier 3 instruction takes into consideration ELLs' language needs and relies upon research-based intervention strategies.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A licensed TESOL Teacher provides ESL instruction at P.S. 15. This instructor is well trained on the pedagogy and language acquisition needs for this diverse group of students. Instruction strategies include using a thematic or skills based curriculum approach, along with Total Physical Response, paired reading, cooperative learning activities, graphic organizers, story

dramatization, role playing, puppetry and word work. The workshop reading and writing model is used with necessary scaffolding. Reading in content area of math, science and social studies is a strong focus especially in grades fourth and fifth. Expeditionary Learning Units are further explored in ESL to build background for the students and provide scaffolding to meet their needs. In all grades accountable talk is utilized to give students more opportunities to speak, thereby increasing their vocabulary. The ESL teacher models academic language and uses various scaffolding strategies so that the students' language proficiency grows more complex. This allows students to gain confidence in reading and writing.

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?

Paste response to questions here:

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 ESL program by the yearly NYSESLAT scores, state test scores, 100 Book Challenge levels and steps, F&P reading levels, oral participation and pre and post on-demand writing samples, unit content and vocabulary/spelling assessments. The success of parent involvement is measured by parent participation rates in activities such as: field trips, workshops and meetings.

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](#).)
ELLs are identified by the following: First, as every new student enrolls in the public school system for the first time, their parents are required to fill out the Home Language Identification Survey. The HLIS is provided to the parents in their native language and is administered by the ESL teacher or another licensed pedagogogue. Interpreters are provided to parents who need translations. In addition to the HLIS, if the home language may be a language other than English, the ESL teacher or two other trained pedagogues, interview the student and parent to inform their decision. All HLIS are reviewed and signed by the ESL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the LAB-R within the first ten days of attendance. LAB-Rs are hand-scored at the school by the ESL teacher and if the student falls below the cut score of the LAB-R and their home language is Spanish, they are administered the Spanish LAB.:
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.
Parents of new students who are identified as ELL's receive Entitlement letters in their home language. Parents of new ELL's are invited to attend a parent orientation in September. Parents sign and return a form to the ESL teacher stating that they understand the need to attend a Parent Orientation and indicate if they are able to attend on the given date. If not, they are asked to provide a convenient time. To ensure that parents attend the Parent Orientation, the parent coordinator reaches out to the parents via phone call. For parents who do not attend the Parent Orientation, the ESL teacher meets with them individually to provide the information. At the orientation, parents view the video online explaining the different programs in their native language: Dual Language, Transitional Bilingual, or Freestanding ESL. They have an opportunity to speak with the ESL teacher to review information concerning the three programs to ensure they understand the differences.:
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].)

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

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.

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

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

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

:

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.

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

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.  NYC Public Schools offer three programs for students identified at ELLs: Dual Language, Transitional Bilingual and Freestanding ESL In 2012 six students were determined to be entitled to ESL services. Of these students, five have a home language of Spanish and one has a home language of Chinese. In 2013 three students were determined to be entitled to ESL services. Of these students, one has a home language of French, another has a home language of Spanish and one has a home language of Chinese. These students are enrolled in the Freestanding ESL program offered at P.S. 15 based on their parents' choice. Parents are confident in our program and want their child to continue to attend P.S. 15. At this time the ESL numbers are not large enough to create a bilingual program. In the event that there are enough parents requesting a specific program, then we will provide that program of choice. In past years parents have overwhelmingly chosen the Free Standing ESL program. Parents are made aware of other school sites that offer dual language and bilingual programs. If a parent is adamant about having his/her child in a bilingual program, and the school does not have a sufficient number of students with the same home language and in the same or two contiguous grades, the request will be sent to ELLProgramTransfers@schools.nyc.gov.

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])?

In grades K-2, P.S. 15's curriculum follows TCRWP units of study with a word study component using Wilson Foundations. Grades 3-5 are using Expeditionary Learning. For shared reading, K-2 teachers use big books and 3-5 teachers use smart boards. All grades use the American Reading Company's Action 100 program. This program provides a CCLS-aligned framework for teaching skills during independent reading. Using embedded formative assessment data, the framework provides a scope and sequence for individualized reading interventions in phonics, vocabulary, and comprehension. Students are dynamically grouped for individual learning needs. Teachers conduct individual conferences as well as guided reading and small group strategy sessions daily in reading, writing, and math to address decoding, comprehension, computation and learning needs as indicated by assessment results.

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

Listening centers and CD's are available to teach songs and nursery rhymes. The ESL teacher records books on tape on the child's level so they can practice sight words recognition and pronunciation. New arrivals are equipped with the Oxford Picture Dictionary for Kids and many books on their individual levels, which can be used independently.

With the computer lab and library, teachers have access to a variety of programs and materials. Students also attend a technology class twice a week.

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

P.S. 15 also uses a pull-out program to focus on the specific needs of low performing ELLs. One period per week is used to work with specifically targeted low-performing ELLs which focuses on listening and speaking skills, command words, basic and useful vocabulary and shared readings. The ESL teacher meets two groups four times a week for 50 minutes that focus on

reading skills using shared readings, word work and vocabulary and comprehension skills through non-fiction texts. The advanced group meets four times a week, which focuses on non-fiction reading and writing skills and academic vocabulary. The ESL teacher provides scaffolding for students to practice expressing themselves in written form. Students who receive ESL push-in and pull-out services in each grade are as follows: Kindergarten, 3; Bridge First Grade, 3; First Grade, 4; Second Grade, 1; Fourth Grade, 7; Fifth Grade 2.

The push-in model is homogenous, for targeted instruction of specific children that qualify for additional intervention. The pull-out model is heterogeneously grouped. Age and performance capability are all carefully taken into consideration when grouping the kids together. Scaffolding is used to deliver grade level appropriate material to the varied levels of 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)?

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

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

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.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
New ELLs who do not meet the proficient cut score for the LAB-R are also given the Spanish LAB to determine literacy in their native language. Students are also assessed in their native language on the State Math Exam if they choose to take it in their native language rather than English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Many of the lessons are taught using the SIOP Model. Following this format the lesson always has a language objective and a content objective. Every lesson ends with an assessment to evaluate the students' comprehension of the lesson, and to ensure the student has learned the objectives. These assessments will act as a running record for writing and reading comprehension and will document their achievements throughout the year. Students will also keep a writing journal throughout the year that will be assessed for growth in grammar, vocabulary, and sentence structure. This tool not only allows the teacher to evaluate the student, but it also allows the students to review their own growth. Oral language and listening will be informally evaluated daily and more formally evaluated during monthly student class presentations. The ESL teacher will create a rubric, which carefully assesses each individual student to ensure understanding of semantics and syntax. Students in grades K-5 also partake in the Action 100 reading program. Through this program students are continuously assessed through conferences with both the ESL teacher and the classroom teacher.:
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).

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

Our school has 10 ELLS that have received ESL services for less than three years. These students are at the beginning, intermediate and advanced proficiency levels. These students receive eight periods of ESL instruction a week, 2 push-in and 6 pull-out periods. Our literacy coach supports literacy instruction with some of the ELL's. The ELLS are served by a licensed NYS ESL teacher in a push –in/pull-out program. Classroom teachers allow these students non-verbal ways to demonstrate knowledge and comprehension. Total Physical Response is used in the lower grades as well as music and movement.

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

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

PS 15 has 7 students receiving services for 4-6 years. These students are in grades 2-4. These students will receive small group instruction through AIS and support from the ESL teacher to work on non-fiction texts and reading comprehension. They also receive intervention through the online Acuity Program during their technology class. An after-school tutoring program will also be available for these students focusing on test-prep and reading strategies.

PS 15 has 2 long term ELLs. We will adjust our ESL program to accommodate those students with small group instruction including a high level of scaffolding for content information as well as reading interventions and extra tutoring.

PS 15 has 5 former ELLs. All head teachers have been made aware that these students have recently passed the NYSESLAT. They

understand that although they may have passed, the academic English needed to succeed in school is still developing. Extra support with the ESL teacher will be provided where the head teacher deems it necessary. These students are also given test accommodations.

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?

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

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?

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

The ESL teacher attempts to offer services through the push-in model as often as possible. If pull-out is the only option, the ESL teacher collaborates with the classroom teacher to create lessons that match the classroom content goals and meet the students' language objectives.

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

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

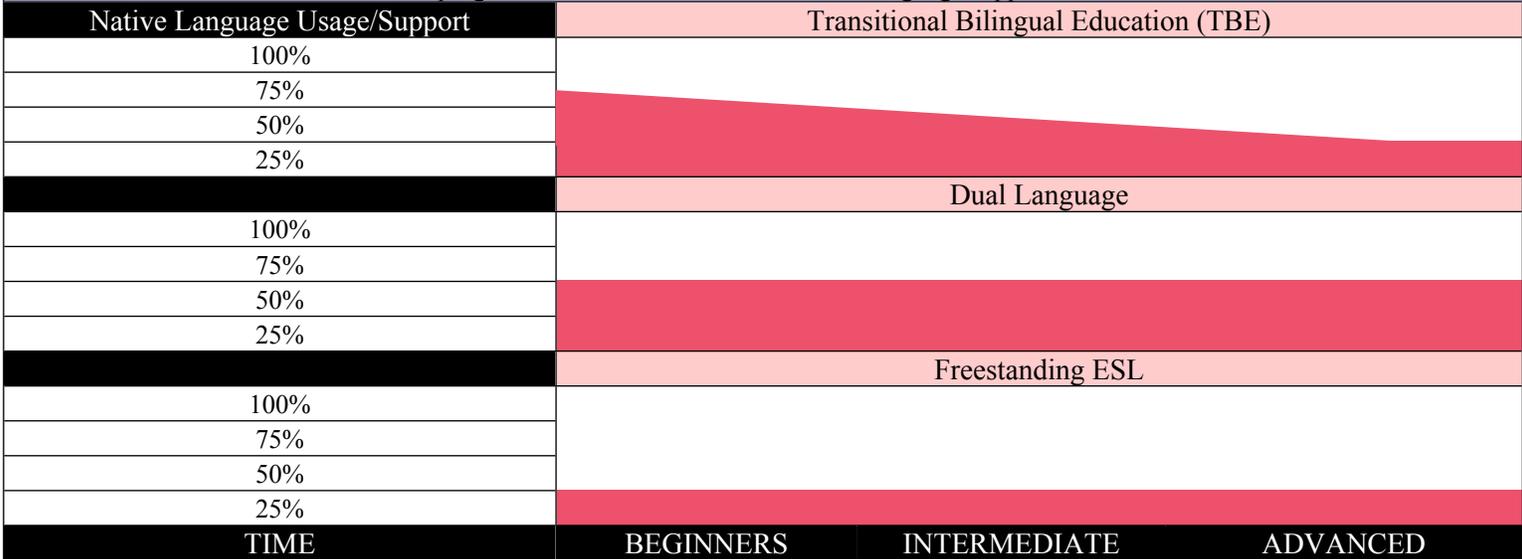
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

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

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

Extended Day services are provided 3 times a week for arts enrichment program, which focuses on literacy, writing or math. It is offered to all students across the grade levels. The ESL teacher meets with 1st grade students to work on English reading skills, sight words and content language areas through art. These interventions include focused work on skills including: reading comprehension, inference, sequencing, main idea and details, and decoding.

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

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

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

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

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

This year reading comprehension and writing is a focus in the ESL program. Upper grade students are required to write an essay for the ELA and the NYSESLAT. We have seen from past scores that the reading and writing modalities are the areas where the students are not meeting proficient levels. Therefore increasing critical thinking, reading comprehension, vocabulary and writing skills are the goals of students this year. There will be particular focus on the success of the fourth grade ELL students. For the lower grades more language analysis skills such as phonemic awareness, syllable counting and rhyming will be seamlessly integrated into the curriculum.:

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

Since P.S. 15 only has 20 students in ESL we no longer qualify for Title III money and we will no longer offer an after school club for ELLs. However, ELLs and all students at P.S. 15 are offered a variety of afterschool programs and translated information about the offered programs is always available. :

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

All school programs are announced through multiple mediums. Head teachers inform students in the classrooms. Letters are sent home to the parents and translations are provided for all those that request communication in another language besides English. All programs are also announced on the school website and sent out to emails through school blasts.

The ESL teacher is available after school hours for those ELLs who want extra tutoring. ELLs also receive additional support through extended day three days a week. Reading materials in first languages are available for afterschool free reading

14. We are using many instructional materials to support the learning of our ELLs. :

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 are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available. Native Language materials are provided to students, who are literate in their native language,

Words Their Way is used as a vocabulary and spelling program. Foundations is used in the lower grades to help with pronunciation and phonics. The Online Acuity Program (4-6 years) is used as a reading intervention. TCWRP, 100 Book Challenge, FOSS Science and the Everyday Math program are used in all classrooms as standard curriculum. The 100 book challenge provides extensive materials including individual skills cards for each child, incentives for extending time for on-task reading, and highly targeted action planning.

With the newly created computer lab and library, teachers have access to a variety of programs and materials. The Smartboard Notebook program provides visual aids and interactive learning to ELLs. All classrooms have Smartboards. Reading A-Z provides teacher resources to find books on the level of each child.

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

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

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

The current pull-out program is configured so that levels and age groups align as closely as possible. Grade levels are mixed in the various groups. The program is based on comprehension strategies, whereas students share the same concepts of information but the readings and activities are differentiated based on proficiency level and grade level. For example, with the NYSESLAT if the 4th-5th graders are given the same writing assignment, 5th graders will be assessed by a higher-level rubric than the 4th graders.

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.

If available the ESL teacher or the Parent Coordinator assists newly enrolled students by giving tours of the building and if possible introduces the students to their now teacher. Parent meeting are available with the Parent Coordinator to answer any questions the students or parents may have. Once school starts, the ELL students join the newcomer group to learn about the school. Native language resources are distributed to their classrooms and a listening center is put in their classrooms. There is a Back to School BBQ that invites all families to come attend. This night is a nice informal way for families to connect and have an informal introduction with the teachers. Curriculum night in September is also a good way for parents and students to sit down with each teacher to discuss programming.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- 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)?

Paste response to questions here:

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.

The ESL teacher meets with classroom teachers at meetings and has open communication about student progress through email and sharing documents and assessments. The staff of P.S. 15 including the principal, classroom teachers and paraprofessionals are invited to attend ESL professional developments. Professional development is conducted by the ESL teacher at P.S.15 on how to provide effective scaffolding for ELLs, and on how to differentiate instruction to align with students' prior knowledge and/or learning and language needs. Together teachers gather information from test samples to align instruction based on the required skills for their level.

The ESL teacher attends monthly meetings that are run by an English Language Learners Network Specialist. A large portion of these meetings is devoted to assessing the alignment of ESL teacher's curriculum to the common core standards. This specialist is in constant contact with the ESL teacher providing even more dates for professional developments through the DOE. All staff members at P.S. 15 meet for inquiry once a week. In addition to these weekly meetings, all staff members including the guidance counselors and the parent coordinator attend professional developments including monthly faculty conferences. A primary focus of these meetings is to evaluate our methods of teaching according to the standards. Teachers are encouraged to attend offsite workshops provided by the UFT, TESOL and BETAC. All staff members including guidance counselors and the parent coordinator attend all professional developments including monthly faculty conferences.

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

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

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

The study group will meet during lunch for 50 minutes for a total of 6-8 sessions. At the end of the study group the team will compile a list of ELL strategies and sample lessons that meet the common core standards and use scaffolding to address the needs of the ELLs in the general education class setting. We will share these ideas and view model lessons with our colleagues. A combination of the ELL book study and presentations at monthly grade level meetings will achieve the 7.5 hours of the mandated ELL training for those teachers that need to meet the mandated time.

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?

P.S. 15 has a welcoming parent coordinator, a parent resource room and a PTA room where parent are encouraged to use the computers and find information on local services. Up-to date school information is posted online so that parents are aware of what is happening in our school and what their choices are with regard to various programs offered at P.S. 15 and in their community. Parents are encouraged to visit classrooms and share their cultures through songs and food. P.S. 15 to visit classrooms and share their cultures through songs and food. P.S. 15 has parent volunteers who help the Parent Coordinator with activities such as “Blessings in a Backpack.” The PTA currently has about 26 active parents, and the school is committed to increasing that number during the 2013-2014 school year.

Because PS 15 is the neediest school among all New York City elementary and middle schools, we relentlessly seek out opportunities to provide rich and varied experiences for our children. We are an amazing community for cultivating partnerships and reaching out to private organizations and donors to acquire much needed resources for instruction and the social emotional well-being of our students. Teachers have formed a grants committee, and in addition, many individuals continually reach out through DonorsChoose and Adopt-a-Classroom.

Our partnerships include:

CAA

- Up to 15 volunteers read with kindergartners before school every other Wednesday
- Annual contribution of \$20,000 which supports our purchase Action 100 materials necessary for instruction
- Teacher appreciation luncheon and cards

Provides support to families in temporary housing by:

- Providing book bags, complete with school supplies
- Serving thanksgiving dinner along with PS 15 staff
- Halloween excursion to the CAA office
- Holiday gifts

LEAP

- Content area literacy learning through expressive and visual arts in grades 3-5
- PD for teachers in active learning techniques and the integration of arts into content area

The Leadership Program

- Provide an array of parent workshops

Bide-a-wee Reading to Dogs,

- Serves reluctant readers with therapy dog for reading engagement

Arts for All

- Literacy learning through expressive and visual arts in grades K-2
- PD for teachers in active learning techniques and the integration of arts into

Play Rugby USA

- After-school and school day Rugby program to promote fitness and team-work

NYU Dental

- Dental exams, cleaning and sealant

New York Downtown Hospital

- Kress Vision Program – free eye examinations

Blessings in a Backpack

- Weekend food to families

Asphalt Green REP

- REP Recess enhancement – all students are coached in team sports and sportsmanship during recess
- Waterproofing program – all second graders learn how to swim in a year-long program

NYU America Reads

- College work-study volunteers provide individual student support within classrooms

Get Ready To Learn Yoga

- Professional development and audio visual materials for implementation of classroom yoga program to provide students with the calm alertness to prepare them for optimal learning

Mark DeGarmo Dancers

- Dance and movement afterschool and daytime enrichment

Ramapo PD

- Professional development on behavior management and strategies for student engagement

TAH (Teaching American History)

- PD for 4th grade teachers to make history come alive

Rosie's Kids

- Theatre for Grade 5 students

PENCIL

- Connects private sector companies with public schools to support them with their goals

Jewish Board.

- Provides an on-site social worker to work with students and a network of physicians for follow-up when needed.

Healthy Generation

- Provides PD on ways to improve overall health for the school community
- Serves as a networking source for CBO who provide healthy programs. For example, Healthy Generation connected PS 15 to Swim for Life and Move to Improve

PS 15 applied for and was awarded a Change for Kids partnership. This five year commitment brings major new initiatives in arts programming to our school as well as beautification and much-needed supplies. Change for Kids assigns a coordinator for on-site work to ensure that new initiatives complement and enhance the programs and partnerships we already have in place in addition to developing and implementing new programs in music and art that will be sustainable for the long term. 2013-2014 programming includes music class for all grades, Children's' Museum of the Arts partnership with kindergarten, and Story Pirates writing workshops and performances in 2nd through 5th grade.

This year we plan to continue to have family gatherings and dinners including a holiday dinner, game night and arts night. P.S. 15 also offers many opportunities to talk with the principal and staff. Once a month the school has LES (Learning, Eating and Sharing) in the morning during first period. Here parents can come ask questions or raise concerns about the school, talk with the principal and observe a lesson in the classroom. Parent orientation is also given to parents of new ELL students so they understand the process and choose the program that best suits them.

We distribute information through monthly newsletters and flyers. Translation money is used to translate flyers into Spanish, Chinese, Bengali and Arabic. In addition translators also benefit the school nurse and families by providing translation regarding medical information.

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Roberto Clemente Elementary</u>		School DBN: <u>01M015</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Sanchez	Principal		12/3/13
Laura Salmon	Assistant Principal		12/3/13
Lanette Murphy	Parent Coordinator		12/3/13
Rosemary Militano	ESL Teacher		12/3/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Francis Solis	Guidance Counselor		12/3/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M015 School Name: Roberto Clemente Elementary School

Cluster: 02 Network: 203

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

Part A: Needs Assessment Findings

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

P.S. 15 has a total of 19 ELLs. Parents of these children speak Chinese, Spanish, and Bengali. This assessment was based on a review of the Home Language Survey conducted by the ELL teacher and the (RHLA, RAP) LEP Student Enrollment Report. At our staff development discussions it was determined that many teachers needed support in communications with parents of these ELLs. Teachers write monthly newsletters explaining the class work and homework required of their students and upcoming educational trips. Parents need to be informed of what homework students are required to complete each night. Our principal writes a newsletter to all parents keeping them informed of school-wide activities such as monthly award assemblies and outstanding classroom activities. In order for parents to be aware of these special activities we need communication in Chinese, Spanish and Bengali.

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

According to the RAPL the break down of the written and oral translation requests from the parents is the following: 20 Spanish, 3 Chinese and 1 Bengali. The ELL teacher and parent coordinator help coordinate written and oral translations services. The information on the emergency cards and the information obtained during the registration process is recorded in ATS. Written translations must be given to parents describing educational trips, after school activities and available help with homework. In this way the principal and teachers will have assurance that there is communication about the schools' academic performance to all parents at P.S. 15.

Teachers indicated that it would be beneficial to have oral translators at our open school afternoon and night conferences in November and March. Translators could convey comments made by the teacher concerning the academic performance of the children as well as interpreting

the various categories on the written report cards sent home. At this time it would be helpful to inform parents about the importance of City and Statewide tests as well as promotional criteria. At the open school activities oral translators could be used for the PTA presentations.

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.

1.
 - Use the Department of Education's Translation Services to obtain written translations of school notices that are prepared in advance.
 - Use a purchased translation program to translate notices into Spanish, Chinese and Bengali.
 - Pay 2 school paraprofessionals per session to double check notice translations formed through the above named program and translate last minute notices.

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

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

At the PTA meetings it is important to have the ELL parents sit next to the translator to become better informed of how necessary it is to take an active role in school activities. Parents need to be made aware of the fact that an involved parent has a direct relationship to their child's academic performance. Hearing their native language spoken in school will make them feel more comfortable in attending school activities.

Many teachers also use the DOE provided service number for translation over the phone when speaking with parents. The parent coordinator

and ESL teacher help with this process.

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

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

- We provide each parent with a copy of the Bill of Parents Rights and Responsibilities.
- A sign is posted at the entrance of the school in Spanish, Chinese and Bengali indicating the availability of interpretation services.
- We refer parents to the Department of Education's website in order for them to access information about translation services.