

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 15 THE PATRICK F. DALY MAGNET SCHOOL OF THE ARTS
DBN (i.e. 01M001): 15K015
Principal: PEGGY WYNS-MADISON
Principal Email: PWYNS@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: NEIL OPROMALLA

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
Peggy Wyns-Madison	*Principal or Designee	
Julie Cavanagh	*UFT Chapter Leader or Designee	
Lydia Bellahcene	*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	
Meagan Ambroise	Member/ parent	
Erica Domenech	Member/ parent	
Raqual Rosado Kemp	Member/ parent	
Caitlin Cassaro	Member/ parent	
Denise Leonard	Member/ staff	
Rosemary Leahy	Member/ staff	
Marie Sirotniak	Member/ staff	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the percentage of all students, inclusive of SWDs and ELLs, performing at or above proficiency (Level 3 or 4) in math will increase by 7-10% as measured by the 2015 NYS Math assessment

Comprehensive Needs Assessment

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

- According to New York State assessment data in 2014, there was a 1% increase the number of SWD's scoring at or above level 3 as compared to the 2013 NYS Math Assessment.
- According to New York State assessment data for both the 2013 and 2014 school years, 0% of ELL's scored at or above level 3 on the New York State Math Assessment.

Instructional Strategies/Activities

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

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

1.Targeted small group instruction to meet the needs of all students, inclusive of SWDs and ELLs:

- Push-In/Pull-Out strategy lessons facilitated by the ELL teacher provide additional support in language development, academic math vocabulary, and support in the acquisition of math skills.
- Expansion of math literature in the classroom libraries
- Weekly Response to Intervention meetings allow all teachers to evaluate student data and program effectiveness

2. Utilization of NYS Common Core aligned math curriculum:

- Utilization of Go Math! series in all grades
- Utilization of Go Math! ELL strategies
- Small group instruction focusing on academic language for the SWDs and ELLs in multi-stepped problems
- Study group focusing on the alignment of the NYS Common Core Learning Standards in mathematics
- Participation in ELL Institute
- Professional Learning Community activities to review student data and provide teacher feedback
- Lateral planning in mathematical units of study
- Continuation of STEM cluster
- Enrichment clusters following the School-wide Enrichment Model
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B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teacher, ELL Teacher, cluster teachers, IEP teacher
2. Classroom Teacher

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

1. Teacher-made formative and summative assessments
2. Go Math! Unit tests

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

1. September 2014-June 2015
2. September 2014-June 2015

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

1. Go Math! Re-teaching component, Exemplars

2. Go Math! series

Strategies to Increase Parental Involvement

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

- Tuesday afternoon parent engagement sessions to strengthen the school-home connection
- Access to Engage.ny
- Presentation by SWDs liaison at monthly Principal/PTA meetings
- ELL teacher presentations at monthly Principal/PTA meetings
- Orientation workshop facilitated by ELL teacher

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

- By June 2015, the percentage of all fourth grade students, inclusive of SWDs and ELLs, performing at or above proficiency (Level 3 or 4) in ELA will increase by 8% as measured by the 2015 NYS ELA assessment

Comprehensive Needs Assessment

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

- According to New York State assessment data, in 2013 11% of all fourth grade students scored at or above level 3 on the New York State ELA assessment, as compared to 2% of all fourth grade students in 2014.
- According to New York State assessment data, in 2013 5% of SWD's scored at or above level 3 on the New York State ELA assessment, as compared to 4% of all SWD's in 2014.
- According to New York State assessment data, in 2014 4% of ELL's scored at or above level 3 on the New York State ELA assessment.

Instructional Strategies/Activities

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

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

1. Targeted small group instruction to meet the needs of all students in grade four, inclusive of Students with Disabilities and English Language Learners :

- Push-in/Pull-out support by the AIS teacher will focus on reading comprehension, critical thinking skills and complex texts
- Implementation of the Universal Design for Learning that allows classroom teachers to deliver the Common Core Clinic reading program and foster student's knowledge and application of grade-level phonics and word analysis skills, use of context clues, reading for understanding, and the acquisition of academic language
- Weekly Response to Intervention meetings allow teachers to evaluate program effectiveness by analysis of formative and summative assessments
- Professional Learning Community activities provide opportunities for review of student data and lateral planning
- Co-planning of strategic lessons by Special Education Teachers and Creative Solutions staff developer customize lessons to meet specific needs of SWD
- Annual and Triennial reviews allow for flexible programming and exposure to grade appropriate and more rigorous curricula for SWD
- Professional development in non-fiction reading and unit development
- Enrichment clusters following the School-wide Enrichment Model

2. Increased opportunities for learning through extended day activities:

- Participation in an arts based, academically infused program focusing on a variety of learning approaches and student strengths
- Participation in a highly structured and formalized reading program that target specific weaknesses of ELLs
- Art teachers, music teachers, and service providers offer a hands-on, multi-sensory approach to learning
- Professional Learning Community activities provide opportunities for review of student data and selection of intervention programs for individual student programming

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

1. Classroom teacher, cluster teachers, AIS teacher, IEP teacher, ELL teacher, N/A Creative Solutions Staff Developer
2. ELL Teacher, cluster teachers

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

1. Fontas and Pinnell, Benchmark Reading/Writing assessments
2. Discussions for Learning

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

1. September 2014-June 2015
2. October 2014-June 2015

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

1. Wilson Reading Intervention

2. Discussions for Learning rubric

Strategies to Increase Parental Involvement

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

- Formation of a special education support group for parents to raise awareness of opportunities available for student/parent support
- Monthly PTA meetings to address concerns of parents of all students, inclusive of Students with Disabilities and English Language Learners
- Partnerships with various art agencies provide opportunities for parents to participate in school-wide activities
- Weekly workshops organized by the Parent Coordinator meet the needs of parents as indicated by parent surveys
- Expansion of Learning Leaders program

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2015, the percentage of fourth and fifth grade students performing in the school's bottom third will achieve a median adjusted growth percentile of 75 or higher or will increase by 5-7% in English Language Arts as measured by progress made on the 2015 New York State ELA exam.

Comprehensive Needs Assessment

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

- According to New York State assessment data, all students performing in the school's bottom third showed a growth percentile of less than 75.

Instructional Strategies/Activities

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

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

1. Targeted small group instruction to meet the needs of students performing in the school's bottom third

- Push-in/Pull-out support by the AIS teacher will focus on reading comprehension, critical thinking skills and complex texts
- Implementation of the Universal Design for Learning that allows classroom teachers to deliver the Common Core Clinic reading program and foster student's knowledge and application of grade-level phonics and word analysis skills, use of context clues, reading for understanding, and the acquisition of academic language
- Weekly Response to Intervention meetings allow teachers to evaluate program effectiveness by analysis of formative and summative assessments
- Professional Learning Community activities provide opportunities for review of student data and lateral planning
- Co-planning of strategic lessons by Special Education Teachers and Creative Solutions staff developer customize lessons to meet specific needs of students in the bottom third of our school community (MOSL)
- Annual and Triennial reviews allow for flexible programming and exposure to grade appropriate and more rigorous curricula for students in the bottom third of our school community (MOSL)
- Demonstration lessons and direct instruction provided by Creative Solutions staff developer
- Professional development in non-fiction reading and unit development
- Enrichment clusters following the School-wide Enrichment Model

2. Increased opportunities for learning through extended day activities:

- Participation in an arts based, academically infused program focusing on a variety of learning approaches and student strengths
- Participation in a highly structured and formalized reading program that target specific weaknesses of students in the bottom third of our school community (MOSL)
- Art teachers, music teachers, and service providers offer a hands-on, multi-sensory approach to learning
- Professional Learning Community activities provide opportunities for review of student data and selection of intervention program for individual student programming

1.

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

1. Classroom teachers, cluster teachers, AIS teacher, IEP teacher, ELL teacher, Creative Solutions Staff Developer
2. ELL teacher

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

2. Fontas and Pinnell Benchmark Reading/Writing assessments, Making Meaning unit assessments, running records, observations, checklists, Great Leaps

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

1. September 2014-June 2015
2. October 2014-June 2015

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

- Good Shepherd Services (CBO) provides afterschool social and academic activities.
- Universal PreK provides full-day early learning opportunities.
- CookShop nutrition program provides healthy eating education for parents and students.

- Partnership with Studio In A School provides opportunities for exposure to the Visual Arts.
- Partnership with Marquis Studio provides exposure to movement, architecture, and cultural awareness.
- PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan.
- Wilson Reading Intervention Program provides small group instruction for targeted for students in the bottom third of our school community.
- Creative Solutions staff developer provides direct instruction for the students in the bottom third of our school community
- Creative Arts Team supports the Reading Workshop
- Professional development provided by Tony Stead
- Extended day programs provide a variety of activities to support academic growth.

Strategies to Increase Parental Involvement

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

- Monthly PTA meetings to address concerns of parents of all students, inclusive of students in the bottom third of our school community.
- Partnerships with various art agencies provide opportunities for parents to participate in school-wide activities
- Weekly workshops organized by the Parent Coordinator meet the needs of parents as indicated by parent surveys
- Expansion of Learning Leaders program

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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|---|
| 1. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| 4. Timeline for implementation and completion including start and end dates |
| 5. |
| 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

5.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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.)
<p>ELA</p>	<ul style="list-style-type: none"> • Good Shepherd Services (CBO) provides afterschool social and academic activities. 	<p>Whole class/small group</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • Universal PreK provides full-day early learning opportunities. 	<p>Whole class/small group</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • CookShop nutrition program provides healthy eating education for parents and students. 	<p>Whole class/small group</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • Partnership with Studio In A School provides opportunities for exposure to the Visual Arts. 	<p>Whole class/small group</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • Partnership with Marquis Studio provides exposure to movement, architecture, and cultural awareness. 	<p>Small group</p>	<p>During the school day/ During the school day/</p>
	<ul style="list-style-type: none"> • PBIS provides opportunities for the entire school community to incorporate a school-wide behavior plan. 	<p>Whole class/small group</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • Wilson Reading Intervention Program provides small group instruction for targeted for students in the bottom third of our school community. 	<p>One-to-One</p>	<p>During the school day</p>
	<ul style="list-style-type: none"> • Creative Solutions staff 	<p>Whole class</p>	<p>During the school day</p>

	<p>developer provides direct instruction for the students in the bottom third of our school community</p> <ul style="list-style-type: none"> • Creative Arts Team supports the Reading Workshop • Professional development provided by Tony Stead <p>Extended day programs provide a variety of activities to support academic growth.</p>		
<p>Mathematics</p>	<p>Great Leaps</p> <p>Go Math!</p> <p>Measuring Up</p> <p>Computer based learning</p> <p>Coding</p> <p>Marquis Studio African Market and architectural residency</p>	<p>One-to-One</p> <p>Whole class/small group</p> <p>Whole class/small group</p> <p>Whole class/small group</p> <p>Small group</p> <p>Whole class</p>	<p>During the school day</p>
<p>Science</p>	<p>CookShop</p>	<p>Whole class/small group</p>	<p>During the school day</p>

	Recycling and horticultural groups	Small group	During the school day
	Harcourt Science	Whole class/small group	During the school day/
	Computer software	Whole class/small group	During the school day/
	Formation of Science Lab (STEM)	Whole class/small group	During the school day/ After school
	Science Club	Small group	After school
	Magnet Units of Study	Whole class/Small group	During the school day
Social Studies	Making Connections	Whole class/Small group	During the school day
	Magnet Units of Study	Whole class/Small group	During the school day
	Legal Lives	Whole class	During the school day
	Rainforest Alliance	Whole class/Small group	During the school day

	Harcourt Social Studies	Whole class/Small group	During the school day
	Marquis Studio	Whole class	During the school day
	Journalism Club	Small group	After school
	Puppetry Arts	Whole class/Small group	During the school day
	YANY	Whole class	During the school day
	Studio in a School	Whole class	During the school day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Good Shepherd Services	Small group	During the school day/
		One-to-one	After school
	Guidance Counselor	Whole class	During the school day
		Small group	
		One-to-one	During the school day
	Lutheran Medical Center	One-to-one	During the school day/
		During the school day/	
	Partnership for Children	One to one	After school

	Extreme Kids Crew	Small group Whole class Small group	After school
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. 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 *TAS 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.
<ul style="list-style-type: none"> • Formation of a Human Resource Committee • Affiliation with local colleges for student teaching candidates • Networking within the CFN 409 • Job Fairs • Open Market • Professional development opportunities • Peer Teachers • Mentoring Program • Inter-visitation • Friends of P.S 15 Committee • Budget alignment • Magnet Committee

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).
<ul style="list-style-type: none"> • Monday afternoon Professional Learning Committee opportunities • CFN 409 workshops • Creative Solutions professional development opportunities in complex texts and questioning techniques • Tony Stead professional development workshops in non-fiction • Magnet professional development • Schoolwide Enrichment Model professional development sessions • Workshop in UDL • On-line professional development in Go Math! • City-wide professional development and workshops • Partnerships with art institutions

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.).
<ul style="list-style-type: none"> • We ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy. We 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. P.S. 15 maintains 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. Through a CBO and Good Shepherd Services, the social and emotional needs of the community are addressed.

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.).

P.S. 15 offers quarterly open house sessions and school tours to all parents of the prekindergarten and kindergarten students. We work closely with our School Based Support Team to ensure the proper placement of early childhood students with disabilities. We have established a relationship with daycare facilities throughout the community to inform the families of the programs and services that P.S. 15 offers. The parent coordinator serves as an important resource in offering various parent involvement activities throughout the year.

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.

Through a MOSL Committee, teachers are included in the decision making process regarding the selection of appropriate multiple assessment measures. A professional development committee, as well as a magnet committee, make informed decisions about professional development opportunities.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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, P.S. 15, 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. P.S. 15'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. P.S. 15 will support parents and families of Title I students by:

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

P.S. 15'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. P.S. 15 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, P.S. 15 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;

P.S. 15 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



Peggy Wyns-Madison
PRINCIPAL

P.S. 15, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 15K015

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$283,371.66	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$78,941.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,251,234.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Patrick F. Daly Magnet School	DBN: 15K015
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: One of the Key Principles for ELL Instruction as outlined at the Understanding Language Conference at Stanford University is that instruction must foster autonomy by equipping our students with strategies necessary to comprehend and use language in a variety of academic settings. After studying multiple assessment results including NYSESLAT, Fountas and Pinnell reading assessments, and teacher-made checklists it is decided that we will provide an experience to support all components of language learning: listening, speaking, reading and writing. Research shows that students who develop strong vocabulary skills go on to develop strong reading comprehension skills. To this end, we are creating an after school arts program that differs from anything carried out during the school day as it will incorporate direct vocabulary instruction. We will partner with Studio in a School to provide fine arts instruction rooted in content-area themes and build vocabulary with the program Discussions 4 Learning. This program will be offered once a week for 2 hours at a time beginning mid-November and ending in May.

We will service between 10-15 students across grades K-4 whose assessment results show beginning and intermediate language proficiency levels. Our certified ESL teacher will lead the program (in English), oversee its design in conjunction with the teaching artist to make sure common core learning standards and content area themes are incorporated, and use the program Discussions 4 Learning to scaffold the development of high-level academic vocabulary.

Studio in a School will provide art experiences that allow students to explore different artistic points of view while using quality art materials. Their sessions allow students to discover they can express themselves in new ways through manipulating art materials and find new solutions for artistic and intellectual challenges. As they learn to work independently and collaboratively students hone their technical and expressive skills, and develop vocabulary to describe their intentions and explain their choices as they persevere and solve problems through a multi-step process.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Our ESL teacher will receive professional development from our teaching artist from Studio in a School in addition to participating in video presentations and/or webinars offered from the creators of Discussions 4 Learning. In addition, our ESL teacher will meet with CFN 409 Network support staff to receive instruction in vocabulary development and differentiation of instruction for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of our ELL students will be offered workshops about vocabulary development and literacy provided by our ESL teacher. In addition, our teaching artist (under the supervision of our ESL teacher) will lead sessions that provide opportunities for parents to participate with their child in art-making activities. Translation will be provided using our parent coordinator for our Spanish speaking students and for all other languages we will use the NYC DOE translation and interpretation service.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **15K015** School Name: **P.S. 15 The Patrick F Daly School**

Cluster: **IV** Network: **409**

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

Part A: Needs Assessment Findings

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

The Home Language Survey and the Parents' Preferred Language Form provide the data that is used to identify the oral and written translation needs.

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

The majority of the parents of ELL students are Spanish speaking and therefore a Spanish translator is needed in the building on a daily basis to assist these parents in enrollment, parent workshops, PTA meetings and all of the many parent programs in the building. These findings are reported to the School Leadership Team, PTA, school aides and classroom teachers serving these families so they are aware of which students need translated materials.

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.

We use the service of in-house staff to provide written translation of our monthly calendar, letters home to families and notices from individual teachers and other service providers. Our parent coordinator and other bilingual staff members provide written Spanish/Chinese/Arabic translation of report card comments, field trip notices/permission slips, and other home notices including letters to individual parents. All important documents from the DOE come in translated versions. These documents include report cards and parent notifications.

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.

P.S. 15 staff, including the parent coordinator, bilingual teachers, bilingual paraprofessionals and school aides provide oral interpretation services to all parents in need of this service. At our monthly PTA meetings, the parent coordinator and parent volunteers interpret the meetings for those parents who attend. The parent coordinator is available to interpret for parents during open school conferences and other parent-teacher meetings throughout the school year. During IEP conferences one of the bilingual members of the IEP team can also translate. A bilingual school aid calls parents about absences and is available to assist parents during the school day.

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 follows Section VII of the Chancellor's Regulations. Parents are notified of their rights regarding translations. The ESL teacher and the parent coordinator will apprise the parents of their right to translation and how to access these services. DOE Translation services will be used when necessary.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 015
School Name Patrick F. Daly		

B. Language Allocation Policy Team Composition [i](#) 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 Peggy Wyns Madison	Assistant Principal N/A
Coach Marie Sirotniak	Coach N/A
ESL Teacher Alev Dervish	Guidance Counselor Gillian Turner
Teacher/Subject Area Patricia Visbal/ SETSS	Parent Lydia Belahcene
Teacher/Subject Area Isabel Castano/Dual Language K	Parent Coordinator Judy Reis
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) N/A	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	2	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		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)	325	Total number of ELLs	27	ELLs as share of total student population (%)	8.31%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	1	0	0	0	0	0	0	0	0	1
ESL	18	0	6	8	0	8	0	0	0	26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	0	6	8	0	8	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
Spanish	1	17																	1	17
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	1	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17

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
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): <u>9</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>4</u>	Asian: <u> </u>
Hispanic/Latino: <u>8</u>	Other: <u>3</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>2</u>

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	3	4	2	3	2	10								24
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	3	7	2	3	2	10	0	27						

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	2	0	0	0	2								5
Intermediate(I)	0	1	1	2	1	1								6
Advanced (A)	2	2	0	1	0	2								7
Total	3	5	1	3	1	5	0	18						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses Fountas and Pinnell Benchmark Assessment system to assess the early literacy skills of all of our students. Benchmark assessments that are included in the Foundations program also provide assessment results of early literacy skills. In our Dual Language kindergarten class, our teacher uses the Spanish version of the Fountas and Pinnell Benchmark assessment in addition to the benchmark

assessments included in the Estrellita program. These results highlight each student's specific strengths and weaknesses in phonemic awareness, phonics, reading comprehension, fluency and vocabulary. The results of our ELL students are reviewed carefully to examine if language proficiency has influenced the results of the assessments. This data guides the instructional choices of both our classroom teachers and ESL teacher. The data also determines the type of curriculum materials used throughout the building to address the needs of our ELLs. For example, in past years when results indicated that the phonemic awareness strand of literacy was deficient among many students K-2, the program Foundations has been infused into the ELA instructional block to address this. Deficits in sight word knowledge and spelling patterns have also exist, therefore both the classroom and ESL teachers use Month-by-Month phonics instructional activities as these provide a better method and context to teach these skills. This year's data indicates that kindergarten ELL students are performing at grade level and first grade students are performing just below grade level. Their Fountas and Pinnell assessments revealed that the students are ready to learn and independently use reading strategies to continue to move across the reading levels, and therefore the ESL teacher will incorporate guided reading with specific reading strategies addressing decoding new words and reading comprehension throughout the school year, as guided by the Fountas and Pinnell Continuum of Literacy. This progress will be monitored throughout the school year using the running records and the later administration of F&P twice more this school year. In addition, the F&P results for 6 of our third and fifth grade ELL SWD revealed at least a 2 year delay in reading levels, with two fifth graders reading on a kindergarten level, and four third and fifth graders reading on a first grade level. This allows for specific groupings to target the teaching of specific skills (decoding, vocabulary, fluency, word patterns) to these students, and has also shown an urgent need for classroom teachers to target these students for individual instruction during extended day programs and throughout the day when time allows.

Throughout our school year, the ESL teacher will meet with classroom teachers during the designated Professional Learning Communities time to review this data to support the teacher as they make instructional plans for their ELL students. As always, units and lessons are aligned to common core standards and are designed to build on the academic strengths of each student.

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

Over the years, data patterns across proficiency levels reveal that students with IEPs (in all grade levels) tend to remain on the same proficiency level across 2 or more years. Clearly, their disability can be a factor negatively influencing their success on the NYSESLAT. However, this year 5 of the seven fifth graders scored Proficient on the NYSESLAT, all students with IEPs who have been in our school since kindergarten. One student leapt to this Proficiency from Beginning level, another from Intermediate and another from Advanced. Current LAB-R scores of all kindergarten students who attended our Dual Language Pre-K program last year indicate English language proficiency. A LAB-R score of 26 or lower indicates eligibility for ESL services, and not one student scored below a 29, with many earning perfect or near perfect scores, which speaks to the success of our Pre-K Dual Language program.

Newcomers from other countries in grades 2 and 5 scored in the beginning proficiency level this fall, and our kindergarten student from another school with an IEP scored in the Advanced proficiency on the LAB-R, although historically, kindergarten students who score Advanced on the LAB-R rarely score Advanced on the NYSESLAT given that spring, as the assessments are hardly comparable.

You may notice that numbers on the Overall NYSESLAT Proficiency Results Chart do not match the total number of ELLs in our school. This is due to the fact that three of our ELLs are classified as students with an Intellectual Disability and this disability prevents them from taking these or any other exams, therefore they have no scores to report. In addition, two current students were not enrolled in a NYC school during the administration of the 2013 NYSESLAT.

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 [AMAQ tool](#))

Over the years, data patterns across proficiency levels reveal that students with IEPs (in all grade levels) tend to remain on the same proficiency level across 2 or more years. Clearly, their disability can be a factor negatively influencing their success on the NYSESLAT. However, this year 5 of the seven fifth graders scored Proficient on the NYSESLAT, all students with IEPs who have been in our school since kindergarten. One student leapt to this Proficiency from Beginning level, another from Intermediate and another from Advanced. Because the NYSED did not provide data on the NYSESLAT modalities, they cannot be described at this time.

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?

We currently offer 2 programs, ESL and Dual Language Pre-K and K. In grades 3-5 our ELLs performed similarly to their non LEP peers last spring on the state tests. For example, the majority of our 5th graders scored a 1 or 2 on the ELA exam, while the 7 ELLs earned 4 scores of 1 (all SWDs) and 2 scores of 2 (one SWD one GE). Results were similar across 3rd and 4th grade as well, with our 3rd grader scoring a 1 in both ELA and Math, and our 4 fourth graders scoring 3 ones and 1 two in both ELA and Math. It was a GE student scoring the 2 in ELA, and a SWD scoring a 2 in math, which is typical of many of our non ELL SWD (to have higher scores in math).

Unfortunately, scores were not high school-wide due to the newly revised state test and the impact of Hurricane Sandy on our students and school community. However, as stated above, our ELLs scored similarly to their non-ELL peers in all instances.

Our school does not use the Periodic ELL assessments and does not qualify to do state testing in the native language at this time.

Students in our Dual Language classes have their Spanish language skills assessed through the use of Estrellitas in Pre-K. In the kindergarten class we use Estrellitas assessments, Sistema de Evaluacion de la Lectura (Fountas and Pinnell Benchmark Assessment System) and Go Math Spanish assessments.

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](#).)

Like all schools, P.S. 15 follows the three tiered model for Response to Intervention (RTI). Teachers are given a form to use to keep track of any Tier 1 services they provide to their students. Attached to the RTI form is a list of behaviors ELL students may exhibit that are similar to, but should not be confused with, those of a student with a learning disability. This is to make teachers aware of the specific needs an ELL child has in regards to their academic experience. Tier 1 instruction includes high quality, research-based whole class instruction, delivered by the classroom and ESL teacher, and is geared to meet the needs of 80% of the students in the class, with differentiated lessons delivered through small group work. Teacher observation and screeners may indicate students need additional support, and the classroom teacher and ESL teacher will work together to look at data from the screeners and other assessments to put a plan in place that may include a 9 week cycle of Tier 2 support with regular progress monitoring. In addition, the ESL teacher provided a professional development session about RTI to all school staff, and will follow up later in the year with more sessions.

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

Decisions about instructional material and programs take into consideration a child's second language development. When students are first admitted to our school we use the HLS and informal interview process with the parent as time to get a sense of their child's educational history and experiences to better understand his or her needs. This information is shared with the classroom teacher as well. Students who are newcomers to the country are offered a variety of support systems so they may participate fully in grade-level curriculum. For example, as mentioned above When we ordered the Comprehension Toolkit Program, we were sure to include the guidebooks for meeting the needs of our ELL students. Also, we choose to provide the computer-based programs Bookflix, Freedom Flix and Pebble Go because they offer a multi-media platform that provides support for ELLs, delivering information on a variety of topics including social studies and science through video clips, books read aloud, vocabulary links, songs, photographs and illustrations.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Our dual language program has expanded from a Spanish/English Pre-K class last year to Pre-K and Kindergarten classes this year. We are currently piloting the Estrellitas program for the teaching of Spanish and there are periodic assessments and progress monitoring built into the program. This fall's results indicated that 9 EP kindergarten students have mastered 5 of the 12 "segments" of Estrellita's "Sonidas Iniciales", 7 students have mastered 4 of the 12 segments, and 2 students have mastered 2 segments. In addition, the kindergarten teacher has the Fountas and Pinnell Benchmark Assessment Kit in Spanish to assess reading fluency and comprehension and to monitor progress for English proficient students learning Spanish. At this time of the year, we are currently gathering data on the language proficiency levels of our EP students using the F&P system, but based on the current results from Estrellitas assessments and teacher checklists, EP students are at the beginning level of Spanish language proficiency. The Go Math program is being delivered in Spanish and well as English, and the teacher has use of performance tasks in both languages. Not until 2015-16 school year will there be dual language programs in city and state testing grades 3,4,and 5.

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

For the past several years we have had an insufficient number of ELLs to determine their AYP status as a subgroup on our school report card. We examine their assessment results throughout the year using Fountas and Pinnell Benchmark Assessment, ARIS, and Go Math Assessments to determine their success with our program.

NYSESLAT results revealed great leaps from 3 of our 6 5th grade SWD ELLs and of our GE ELL 5th grade newcomer, who scored Advanced on the NYSESLAT after having attending our school since January of that year. Also, 2 of our 6 newcomers with one year of service scored at the advanced level of their first NYESLAT test, and 2 other students scored at Intermediate, showing great progress as well.

Current LAB-R scores of all kindergarten students who attended our Dual Language Pre-K program last year indicate English language proficiency. A LAB-R score of 26 or lower indicates eligibility for ESL services, and not one student scored below a 29, with 2 students earning 40, a perfect score and 4 students earning 29 or above, which speaks to the success of our Pre-K Dual Language program.

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](#).)
P.S. 15 follows the NYC DOE procedures (within ten days of enrollment) to identify students who may possibly be English Language Learners. First, new arrivals are identified by the Home Language Survey and an informal oral interview in the native language which is conducted by trained and licensed pedagogical personnel (Ms. Pat Visbal Spanish-bilingual SETSS teacher and Ms. Judy Reis, parent coordinator are available to assist with Spanish speaking parents) and are accompanied by Alev Dervish, the licensed ESL teacher. Translation services are available during this process for languages other than Spanish by other school staff in the building including Ms. Ieman Elzoghby, fifth grade teacher, who provides Arabic translation and Ms. Xaiwei Zhao, a paraprofessional who provides translation in Mandarin. The results of the HLS and/or the results of the LAB-R determine eligibility for the ESL program and/or instructional time for each student. The LAB-R is administered by the ESL teacher within ten days of the students' enrollment and are hand scored right away to initiate the necessary service. When appropriate, the Spanish LAB is given by a trained pedagogue.
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.
Each fall, and whenever there is a new student whose HLS indicates a home language other than English, orientation sessions are held with the parents to thoroughly discuss and explain NYC DOE ESL program choices. As described in the Parent Information Kit, online video and in brochures given to each parent during the sessions, the three program choices the DOE offers are: Transitional Bilingual Education (a program that begins with the majority of instructional time (80%) in the students native language and over the school year transitions to instruction in English for the majority of the day) Dual Language (a 50/50 mix of students learning the target language and English with the goal of bilingualism and biliteracy) and Freestanding ESL classes (pull-out/push-in service to provide English language support to non-native speakers). In these sessions translation services for Spanish, Chinese and Arabic are provided when needed by school staff. Ms. Ieman Elzoghby, fifth grade teacher, provides Arabic translation, Ms. Xaiwei Zhao, paraprofessional provides translation in Mandarin and our parent coordinator, Ms. Judy Reis speaks Spanish. These staff members assist the pedagogue as she describes and explains the three programs. Any other translations are provided through a contracted service, and the appropriate video is played for these parents. Parents are notified by entitlement letters written in their language of choice (as indicated on the HLS form) and this letter includes the Parent Survey and Program Selection forms. At the orientation sessions translation services are available to answer any questions parents may have about these forms, which are collected at the meeting. If they cannot attend, they are provided with our parent coordinator's phone number who can answer any questions about these forms and our school's program. In addition she provides any Spanish translation, while other school staff described above is available or these phone calls as well. The DOE translation services are utilized for all other languages. If at any time a program becomes available that the parent indicated was their first choice, they will be contacted via phone call, or met at arrival or dismissal times by our parent coordinator, who will use additional staff if a language other than Spanish or English is needed to communicate with the parent.
The results of the LAB-R and NYSESLAT determine the amount of time the ELL student is serviced each week. Beginner and intermediate students receive three hundred sixty minutes of ESL instruction per week, and our advanced students receive one hundred eighty minutes per week.
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 [\[see tool kit\]](#).)
Once the LAB indicates a student is eligible for services, Parents are given Parent Entitlement Letters with the Parent Survey and Program Selection Forms attached. A date for an orientation meeting is listed on the letter, and the parent coordinator follows up with each parent beforehand to make sure they attend, or schedules a separate meeting with the ESL teacher for a time that works with their schedule. It is at these meetings when the surveys and program selection forms are collected by the ESL teacher and filed with past forms in the main office. Our ESL teacher Ms. Alev Dervish is responsible for updating and maintaining this file. The ATS report RLER shows which students are eligible for taking the NYSESLAT and is referred to when necessary.

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.

During the orientation meeting, and with the assistance of bilingual school staff described in Part IV number 2, parents are made aware of their program choices. Through the use of the DOE provided video and program selection brochures these programs are described to the parents. We honor the parent's program selection when possible. We currently offer free standing ESL and a Dual Language Kindergarten at P.S. 15. However, parents are made aware of all program options. They are also made aware that if there are 15 or more ELL students of the same language in two contiguous grades, our school is required to form a bilingual class, and if there are not enough students to meet this criteria, parents have the option of transferring their child to a school that does offer this class. Once the surveys are returned, within 20 days of enrollment, the data is entered into ATS on the ELPC screen

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.

To administer the NYSESLAT to all eligible students, our ESL teacher, Ms. Dervish attends training and acts as a turn-key, sharing all relevant information with our testing coordinator Mrs. Rosemary Leahy, literacy coach Ms. Marie Sirotniak and SETSS teacher Ms. Patricia Visbal. She downloads the NYSESLAT Eligibility Roster from ATS that lists all students eligible for the NYSESLAT. A schedule and record form is created with a space to record the date each component of the test is administered to each student. Using that record form to organize testing information, each child is given the NYSESLAT every spring as required by the state, and following the procedure described by the state which includes administering the speaking section individually. The literacy coach or SETSS teacher score the listening portion as the ESL teacher administers it. The other sections of the NYSESLAT are administered by either the ESL teacher, Literacy Coach or SETSS teacher and, of course, are given according to procedures established by the state.

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. 

Over the years, 98% of parents of our English Language Learners request pull-out ESL as their program of choice. We offer a dynamic and carefully-planned pull-out ESL program that aligns with this request. Fortunately, we now offer a new Dual Language program for grades PreK-K and both classes are popular in the school community, and allow for more choices available in our building. So far this year, we've had one student eligible for our kindergarten dual language program, and the parent did choose the class.

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])?

At P.S. 15K, we offer a dynamic ESL pull-out/push-in program provided by a certified ESL teacher, Ms. Alev Dervish. Ms. Dervish coordinates with the classroom teachers and content-area cluster teachers to align her service with the Common Core Standards and curriculum of each grade. The groups are mainly heterogeneous, but there is a group that is put together to serve just needs of newcomers with a beginning proficiency level and another group to serve ELLs whose assessments and IEPs reveal the need for targeted academic intervention. In many cases students are grouped across 2 grade levels. For example there is a group of kindergarten and first graders, and another combining third, fourth and fifth graders. These groups allow for small group work and student partnerships. In addition, the ESL teacher pushes into mixed-grade K-2 and 3-5 classes and leads whole class lessons in content area and literacy that are structured and differentiated to support the ELLs.

We also offer a Dual Language program in grades Pre-K and K this year. Native language arts is provided to each student for at least 45 minutes each school day through the use of a Balanced Literacy approach that includes shared and guided reading guided by Fountas and Pinnell's Continuum of Literacy, writing workshop with support from Benchmark Writing program (resources in Spanish and English) and word study with either Foundations or Estrellitas.

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)?

The students are scheduled to accommodate the proper instructional time as mandated by NYS CR Part 154: 360 minutes a week for beginner and intermediate students (two units), and 180 minutes per week for advanced students (one unit). Support in the native language is provided to students with alternate placement paraprofessionals and other multi-lingual school staff. In our Dual Language program, we follow a 50/50 model of language deliver, with half of the day in English and the other half in Spanish. The ESL teacher meets with the Dual Language teachers to do a "time check" and periodically audit the weekly schedules to ensure that students entitled to ESL services are receiving the proper amount of ESL instruction within the class. Students in the Dual Language class receive at least 45 minutes daily of Native Language Arts instruction. Students in the Dual Language program that require ESL services get the necessary instruction provided by their classroom teacher in the time required by their level of proficiency, 360 minutes weekly for Beginner and Intermediate students, and 180 minutes weekly for Advanced students.

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.

All instruction in the content areas delivered in our Dual Language classrooms and by our ESL teacher emphasize a balanced approach to further a student's English language proficiency while developing specific knowledge in the areas of science, art, math and social studies, while rooted by the Common Core Standards. Our ESL teacher plans her curriculum calendar by using the grade-wide curriculum calendars so her themes and instruction align with the content areas for each grade. Through shared and close reading of sophisticated texts combined with hands-on activities and supports centered around academic vocabulary development our ESL and Dual Language teachers help students build the necessary schema our students need to understand content area lessons and concepts. Techniques learned from Dr. Kate Kinsella's 2013 professional development on vocabulary instruction and ELLs are employed by our ESL teacher to support our ELL students as they expand their academic vocabulary. Harcourt's Go Math! Program provides Spanish materials for our Dual Language program and ESL supports that our ESL teacher uses in her small group instruction. Harcourt Social Studies and Science resources are available for students and our ESL teacher as well. Realia, videos, photographs, time lines, historical documents, graphic organizers, differentiated assignments, computer software and anchor charts sourced and/or created by our ESL teacher provide strong supports within the classroom for students to use during lessons, group and independent work.

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

When appropriate, the Spanish LAB is given to students when they enter our school. In our Dual Language classroom Benchmark Assessments are given in English and Spanish to assess math, phonemic awareness, phonics, reading comprehension, accuracy and fluency. These assessments show the progress each student makes, indicates strenghts and weaknesses and provides the teacher with a framework to plan new instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Common Core learning standards provide a framework to teach listening, speaking, reading and writing. This allows for

classroom teachers to plan for, teach and assess all modalities. Our ESL teacher uses various materials such as standards-based checklists, rubrics, and assessments that mimic the NYSESLAT to monitor progress in all modalities.

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).

Differentiation of instruction for our ELLs is a priority. ELLs identified as SIFE are offered additional support in their native language through the use of our multilingual paraprofessional staff. Our parent coordinator reaches out to these parents to see if they need additional support at home, as well. Our instructional plan also includes providing support for these students and our newcomers (those with less than 3 years of schooling in the US) in a number of ways. In their classrooms, they are paired with students who speak their native language, and if available, classroom teachers or support staff who speak their native language. To support daily instruction, the ESL teacher provides professional development to classroom and cluster teachers on ESL methodologies. For students receiving service over 3 years, additional instruction in vocabulary development and test-taking strategies are offered by our highly qualified literacy coach. Specifically targeted professional development is also provided to the teachers of these students. Students who have been receiving ESL services for six years are offered several opportunities for language development and support throughout the school day including: extended day services, enrichment activities, fine and performing arts programs, service organizations and direct academic intervention provided by a certified special education teacher.

At P.S. 15 over half of our ELLs are students with special needs. The ESL teacher carefully examines each student's IEP to focus the language instruction and create units of study tailored to the ESL learning standards, the state Common Core learning standards and the students' individual goals. She works closely with the special education teachers to assess progress and adjust lessons throughout the school year. In addition, the ESL teacher meets with the service providers (speech, physical and occupational therapists) of these students to best understand their needs.

Our teacher meets with the teachers of former ELLs, to share past assessments and progress the student has made. If she or the student's classroom teacher sees the need, the student will continue to receive ESL instruction for the school year, along with the mandated testing accommodations that are allowed by the state.

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?

A lending library with multilingual trade books is available for students to use throughout the school year to strengthen their home language, allowing for a stronger base to add another language. We use a variety of age and grade-appropriate instructional materials to support our English language learners. Native language dictionaries, language development software and subscriptions to the online programs Bookflix, Freedom Flix (a social studies themed program), Pebble Go (a nonfiction reading website) and RAZ kids (a website that supports independent reading on the student's level) are made available to these students to build vocabulary, provide support in content areas and strengthen reading abilities. The children may also access these programs at home or the public library. High quality literature that includes an emphasis on multicultural themes and nonfiction is part of our balanced literacy instruction to provide relevant reference points for our ELLs. The Benchmark series English Explores provides multi-level texts, visuals and software to allow students to experience grade appropriate content-area subjects on their proper reading level, with built-in visual and vocabulary supports. All teachers have access to Smartboard technology to help them provide visual aids (pictures and video clips) that enhance the curriculum by providing clarity to new and challenging topics. When available or mandated, native language support is offered through alternate placement paraprofessionals and staff.

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?

It is important to note that all teachers and support staff who serve these students are given time to read the IEPs and understand the students' goals. Our school allows for scheduling flexibility to help our ELL SWDs flourish. After initial assessments are analyzed in the fall (and benchmark assessments are analyzed throughout the school year) students capable of mainstreaming for specific subject areas are identified and a plan is put into place. For example, currently, a fifth grade ELL student in a self-contained special education class visits an integrated co-teaching class daily for mathematics instruction. Also, because 6 of our ELL students are classified with an Intellectual Disability and are mandated to receive many pull-out services throughout the school day, our ESL teacher pushes in to their classroom so they do not miss valuable classroom time. She works closely with their classroom teacher, paraprofessionals and related service providers to provide lessons that target language development and align with their IEP goals and school curriculum. Our SETSS teacher often integrates ELL SWD into her small groups to provide additional support in varied settings, whether pull-out or push-in. Our literacy coach provides additional push-in and pull out services to support these student as well in all content areas, and she and our ESL teacher make themselves available to support teachers who need help planning lessons to best meet the needs of all of their students, specifically ELLs.

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

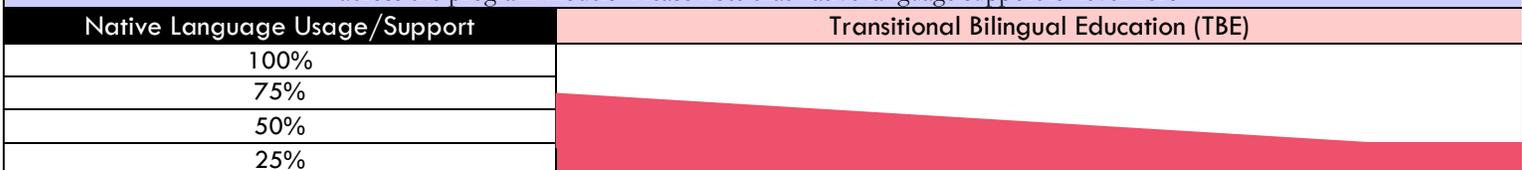
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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.
- Our targeted intervention program for English Language Learners offers additional instruction in ELA, math, science and social studies through our extended day program. Also, ELL children are included in a push-in/pull-out program during the school day where additional small group instruction is provided by the ESL teacher, classroom teachers, literacy coach and SETSS provider. The SETSS teacher and literacy coach provide services to our ELLs in grades 3-5, who have had 4 or more years of ESL service, while the classroom teacher and ESL teacher serve all subgroups of ELLs. Services include: Wilson Foundations and Wilson Language, Go Math intervention series, Fountas and the Pinnell Leveled Literacy program. These academic intervention services are provided in English with support from the alternate placement paraprofessionals. As we have just started our Dual Language program in kindergarten this year, we are still exploring options to provide native language intervention services. This year, the teacher uses Estrellitas, which provides early literacy skills in Spanish and can be used to provide intervention as well in small groups, or one to one work with 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.
- Our ESL teacher is granted the flexibility to create units of study that correlate directly to grade-specific content area subjects. She blends language development activities with content area instruction through group work, the arts, project-based learning, guided and close reading of texts which allows her to reach students with varied learning styles. The students are enthusiastic to attend their early morning programs as measured by their attendance and they enjoy sessions with their ESL teacher during the school day as well. Our classroom teachers are aware that they too, have the responsibility to provide proper support to their ELL students. Our ESL teacher makes herself available to provide support to classroom teachers throughout the school year.
- NYSESLAT results revealed great leaps from 3 of our 6 5th grade SWD ELLs and of our GE ELL 5th grade newcomer, who scored Advanced on the NYSESLAT after having attending our school since January of that year. Also, 2 of our 6 newcomers with one year of service scored at the advanced level of their first NYSESLAT test, and 2 other students scored at Intermediate, showing great progress as well. There are students who have scored on the same proficiency level over 3 years. One student, now a third grader, has been identified for intervention services and the other two are now in middle school, one student now a long-term ELL, but his IEP and classification may indicate that his disability is negatively effecting NYSESLAT scores. That and the fact that the NYSESLAT changed in 2013, to reflect the Common Core Standards may account for the students who stagnated levels for 2 years or more. Incidentally, six of our ELLs are students who do or will participate in NYSAA, and for those of testing age who are verbal, their NYSESLAT scores show varied rises and dips in the modalities over two years, however, it is truly an inappropriate assessment for these students. A review of the scores on the state science over the past few years reveal that our ELLs score as well as their peers, scoring at levels 3 and 4. Additional assessment results (F&P, Periodic Assessments, Foundations, teacher-made rubrics to measure progress in writing units) of ELL students gathered by the classroom teachers and the ESL teacher are reviewed at the start of each school year, and periodically as the school year continues, (once in winter and again in spring) to assess progress and discuss techniques the classroom teachers can employ to support their ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- The upcoming school year is one of change for P.S. 15, as we are the recipient of a federal magnet grant. We intend to improve our science program, adding a science cluster and designated science lab to better support the area of science through exploration and increased hands-on activities. We will also increase our arts funding, adding to our already rich art program to provide more fine arts instruction across the grades. We are planning to expand the use of English Explores series and National Geographic's Language, Literacy & Vocabulary series with more classroom teachers in grades K-5, as both provide critical levels of support for ELLs and SWD on grade level- topics. Although instructional time is best spent teaching our students to become life-long learners, time to help students become familiar with the new style of state assessments must be scheduled into the year. We will look for appropriate materials to support our ELLs with test sophistication strategies. In addition, our Dual Language program will expand to serve grades Pre-K through Grade 1.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL children are afforded equal access to every program in our school. They are included in all extra-curricular activities such as; band, chorus, dance, fine arts and School-wide Enrichment Model clubs. In many cases, they do not need a special invitation, as they participate in many programs with their entire class. Other times, they are assigned by their teacher to participate in groups or programs that match their interest and talents. We partner with Young Audiences New York, The Metropolitan Opera, Marquis

Studio, Cookshop, Added Value Farm, Puppetry Arts and Studio in a School to enrich all classes in the building. We provide a special bilingual Spanish/English movement arts program through Marquis Studio to classes in our building with ELLs. It provides a time where our Spanish-speaking ELLs (the dominant second language in the building) are the stand-outs in the class, helping their classmates learn new words and practice pronunciation. The sessions with the Metropolitan Opera provide students with a risk-free environment to express themselves, create works of art, and sing chorally, with their peers providing an ideal experience to practice language fluency. In fact, feedback from ELL students and their teachers have been overwhelmingly positive in regards to these opera sessions.

The Family Link program through Young Audiences New York offers additional opportunities for both ELL children and their parents and does so with trained bilingual instructors. Our school partners with Good Shepherd Services, an organization that provides afterschool programming seven days a week, who employ bilingual staff members that can provide translation for the students when necessary.

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 use the following instructional materials and technology to support our ELL students:

Instructional Materials:

Fountas and Pinnell Continuum of Literacy along with Benchmark Assessments (in Spanish for Dual Language classes)

Stephanie Harvey Comprehension Toolkit with the book: Scaffolding the Comprehension Toolkit for English Language Learners.

Wilson Language Systems and Wilson Language Foundations

Month-by-Month Phonics

Making Meaning, a system that supports interactive read-alouds and includes modifications for ELL students in the teacher's guide.

Go Math- Available in Spanish and English

Benchmark Writing Program (which provides anchor texts in Spanish and English)

Estrellitas—an accelerated beginning reading program for our Dual Language classrooms

Rigby Leveled Books for guided reading

Compute/Tech Resources Include:

BookFlix an interactive online literacy resource that pairs fiction with nonfiction for grades Pk-3

Freedom Flix- an interactive, online Common Core aligned resource that brings history alive for grades 4-6 providing access to maps, time lines, audio clips, virtual tours and primary source videos.

Pebble Go -an online literacy resource for grades PreK-3 that features expertly leveled text on the topics of animals, earth, space, biographies and social studies. It has navigation tools designed for young learners and its supports include text highlighting, audio and video clips.

RAZ Kids, a guided reading program with interactive books, downloadable books and quizzes

Reading A-Z a resource for teachers to provide access to thousands of common core aligned leveled texts, assessments, activities and supports to teach reading. English, Spanish and French texts are available.

Smartboard technology

Laptops

Netbooks

Listening Centers

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

In our ESL program, our teacher makes use of a cognate word wall to help students find similarities between their native language and English when the opportunities arise throughout the school year in each unit of study. Newcomers are assigned a partner with advanced language proficiency who can lend support during partner and group work. In addition, when available, students with alternate placement paraprofessionals support the work of the ESL teacher and make sure the student is able to fully participate in the lessons. Also, our ESL teacher has a lending library of foreign language books available for her students to take home. In our Dual Language program, the classes are made of 50% native speakers in each language, providing opportunities for students to develop their native language in casual and structured academic encounters with peers. Students are assessed in both their native language and the target language via benchmark assessments and teacher-created rubrics to gauge strengths and weaknesses in the four modalities and ensure that appropriate lessons are planned and learning centers can be provided to address specific areas of concern that are revealed. Instruction is delivered through whole-class activities and small guided groups to allow for differentiation.

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

The goal of the Dual Language program at P.S. 15 is to develop bilingual and bi-literate students. Our self-contained program follows a partial immersion plan with a 50/50 model of instruction provided by one bilingual classroom teacher. Fifty percent of the instruction will be conducted in English and fifty percent in Spanish. The method of delivery for grades Pre-K and K is a roller coaster model with the day split in half, alternating the language of instruction (LOI) that begins each day. The student make up of the class is about fifty percent native English speakers and fifty percent native Spanish speakers. A sample day may be organized like so:

From 8:45-10:15 all instruction is in Spanish. The flow of the day will include a morning meeting, reading workshop, word study and a read aloud. At 10:45 the LOI shifts to English for Project-Based Learning in the content areas. After lunch and preparation period, the LOI resumes from 1:00-2:45 and includes writing workshop, math workshop and center time. The next day, the LOI will begin with English, and switch to Spanish just before lunch.

In most areas of instruction, (morning meeting, shared reading, read alouds, writer's workshop, science, social studies, mathematics) the language of instruction (LOI) will alternate with the roller coaster model. Currently, the method of delivery is simultaneous. Students receive instruction in Word Study (print knowledge, alphabet awareness, phonological awareness, phonemic awareness) in both languages on alternating days. Pre-K Dual Language students participate in an English and Spanish language balanced literacy experience approach, and all students participate in Estrellitas to develop Spanish language skills. For students in kindergarten, English dominant and Spanish dominant students both participate in the Foundations and Estrellitas programs. After assessing the students using Fountas and Pinnell Benchmark Assessment or the Sistema de Evaluacion de la Lectura, our teachers are able to provide Native Language reading instruction through guided reading and center work.

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 school's professional development program for our ESL teacher and all other staff including classroom and cluster teachers, guidance counselor, parent coordinators, related service providers, intervention coordinator, (our school does not have an assistant principal) includes, but is not limited to the professional development sessions offered by our CFN and the Department of Education. Workshops that our ESL teacher, literacy coach, principal and intervention coordinator have attended last year include: Dr. Diane August's presentation about Common Core Standards and the ELL learner, Dr. Kate Kinsella's vocabulary instruction method, Dr. Sonia Soltero's best practices in Dual Language Classrooms (2 sessions). This year, our ESL Teacher and Literacy Coach are participating in the Reading and Writing Nonfiction for ELLs Institute (Cohort II) on 10/3, 12/3, 2/7 and 3/25. These dates include sessions with experts Tony Stead and Stephanie Harvey. The Literacy Coach and ESL Teacher will then turn-key what they've learned from these sessions throughout the school year providing professional development sessions once a month for 50 minute sessions beginning in October for all school staff including speech therapists, cluster teachers and other support staff. To support the expansion of the Estrellita Spanish language program Our Dual Language teachers have attended Estrellita training for October 29th and 30th. Periodic visits by DOE staff to support this instruction occur throughout the year. To address teachers' professional needs based on a staff survey, our network has provided 3 days (1/22, 2/26, 5/20) with reading expert Tony Stead to provide support in the area of nonfiction reading/literacy which includes ELL best practices. Foundations training is scheduled for the winter months for all teachers new to our school or new to grades K-2, this includes our Kindergarten Dual Language teacher. The licensed ESL teacher provides workshops for our parent coordinator, guidance counselor and school secretary to make sure there is a full understanding of the ELL enrollment process and parental options. In addition to PLC sessions, the ESL teacher provides PD during working lunches and common preps throughout the year based on teacher interest and need. These sessions include using benchmark assessments and student observations to drive instruction, lesson planning to address language development and Common Core listening and speaking standards. All of this work ensures the staff receives at least the required 7.5 hours of ESL professional development for GE teachers and 10 hours for special education teachers. Upon completion of professional development sessions, teachers are asked to maintain their own records and copies are kept in the Intervention Coordinator's office as well. To clarify, the school staff receiving professional development includes but is not limited to: teachers, paraprofessionals and related service providers including our speech therapists. These sessions focus on techniques educators can use in the classroom setting, or during the administration of related services such as speech, physical and occupational therapy. Some topics explored are: How to best use visuals and technology in the classroom, nonfiction writing and the ELL Student, vocabulary development strategies and the content areas, using graphic organizers to support your ELLs, and lesson planning using the Common Core Standards.

Additional professional development is provided to staff as children transition from elementary to middle school. Grade-specific benchmarks are reviewed and additional strategies are introduced to the teachers to ensure an easy transition for the ELL student. Our guidance counselor, Gillian Turner, and parent coordinator work together to provide workshops and private meetings to make sure parents get the information they need about the middle school process, translation is provided. The guidance counselor researches and visits middle schools to discover which best serve ELLs so she may help the students and their families make school selections for middle school. In addition, she attends workshops given by our Network, CFN 409, that are geared towards helping ELLs make the transition from elementary to middle school.

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?

All parents, including parents of ELLs are encouraged to attend the many activities and programs provided throughout the school year both during and after school and on weekends. The parent coordinator, school staff or someone from the office of Translation and Interpretation provide translation at these events. These programs include; PTA meetings, nutrition and cooking workshops through Cornell and Cookshop, Studio in a School family art workshops, weekend Family Stewardship Days where we clean up our school yard and gardens, Monthly Family Friendly Fridays (in the lower grades) and participation in Family Link with Young Audiences New York. Parents are invited to all assemblies, classroom presentations, art celebrations and band performance that consistently include our ESL population. We have an active PTA with a bilingual president who through her language skills or those of an interpreter, makes sure new families feel welcome and that there is no language barrier preventing active engagement in the school. It is the goal of our PTA to create a welcoming environment for all families and to empower them with the tools of learning while making it fun. Through the DOE parent survey as well as our PTA surveys we are able to evaluate the needs of our parents to decide which programs to provide. For example, in the past, parents voiced a need for aftercare in the early grades. P.S. 15, through private funding, responded by offering a two-day a week aftercare program for grades prekindergarten and kindergarten. Throughout the school year, there are many parental involvement activities offered during and after the school day. Workshop topics are chosen through the above-mentioned parent surveys. These topics include: health, academics, and emotional well-being. As always, translation is provided. Our PTA runs a students with special needs parent meeting on the last Wednesday of each month, which is crucial as the majority of our ELLs are SWD.

There is a strong link between the school and our in-house community-based organization, Good Shepherd Services who provide both educational and family support with translation available. One special initiative with Good Shepherd and our PTA is a Family Arts Night, a bilingual parent/child art workshop. Red Hook Initiative, another community-based organization offers outreach and support to our ELL parents as well, and offered much support during the hurricane recovery, making sure to reach out to our parents of ELLs.

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: P.S. 15

School DBN: 15K015

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peggy Wyns-Madison	Principal		11/27/13
N/A	Assistant Principal		11/27/13
Judy Reis	Parent Coordinator		11/27/13
Alev Dervish	ESL Teacher		11/27/13
Lydia Belahcene	Parent		11/27/13
Isabel Castano/Dual Language K	Teacher/Subject Area		11/27/13
Patricia Visbal SETSS	Teacher/Subject Area		11/27/13
Marie Sirotniak/Literacy	Coach		11/27/13
	Coach		
Gillian Turner	Guidance Counselor		11/27/13
	Network Leader		
Denise Leonard/Intervention	Other <u>Coordinator</u>		11/27/13
	Other _____		
	Other _____		
	Other _____		