Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**PS 315K THE SCHOOL OF PERFORMING ARTS**
DBN (*i.e. 01M001*):	**22K315**
Principal:	**JUDITH RANFT-QUARTANA**
Principal Email:	**JRANFT@SCHOOLS.NYC.GOV**
Superintendent:	**JULIA BOVE**
Network Leader:	**NANCY RAMOS**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Judith Ranft-Quartana	*Principal or Designee	
Pat Bailey-Hollon	*UFT Chapter Leader or Designee	
Carline Lubin	*PA/PTA President or Designated Co-President	
Christine Dennis	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Marlie Leopold	Member/ UFT	
Raquel Sanon	Member/ UFT	
Cehevah Benlevi	Member/ UFT	
Marissa Eastman	Member/ Parent	
Stacey Negron	Member/ Parent	
Natasha Casimir	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
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.
Annual Goal #1 By June, 2015, there will be a 5% increase in the number of students in grades 3, 4, and 5 who achieve grade level proficiency levels in reading as measured by the New York State ELA exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting a trend analysis of student performance data on school and English Language Arts School Net Performance Series assessments, the Progress Reports, the School Quality Snapshot, and Inquiry Team work in English Language Arts, we noted a decline in student proficiency levels of students in grades 3, 4, 5. We attribute this decline to the shift to the Common Core State Learning Standards in Literacy and a change in test format to reflect a more rigorous test. The Ready Gen Literacy Program was in its early stages of implementation. Overall student proficiency levels dropped from 23 % average student proficiency in 2012-13 to 19% in 2013-14.

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
Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups, key personnel and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Timeline for implementation. Activity 1: Professional Development The Principal will provide a vast array of high quality Professional Development to deepen the teaching and learning of literacy instruction with an emphasis on developing successful comprehension strategies to foster successful readers within our student population. The Principal will strengthen Professional Development for reading instruction by providing teachers and others with tools and strategies via the model of a collaborative learning community from September, 2014-June 2015. Teachers will receive Professional Development from the Assistant Principal/Literacy Staff Developer and RTI Teacher and Aussie Consultant. Professional Development activities will consist of the following: Model exemplary practices in Literacy for teachers who demonstrate a need for further refinement of the practices embedded in the Ready Gen Literacy Prototype. Provide ongoing support for the Ready Gen Reading Program and its alignment to the Comprehensive Literacy Prototype. Provide support for refining differentiated instructional practice to improve overall student performance and progress. Provide coaching and support for embedding the Ready Gen Reading Program within the Danielson Framework of Effective Instruction. Provide support for modification of performance tasks to meet the needs of subgroup populations. The Literacy Coach , RTI Teacher and Data Specialist will serve as a conduit between the administration and the teachers in implementing, and evaluating student progress in Literacy and provide Professional Development for the teachers in the above mentioned areas. Facilitate teams of teachers in identifying areas of needs and in learning strategies, classroom organizational, and management practices. Provide single topic mini presentations on areas of needs and deliver large group workshops. Provide Professional Development on Effective Questioning and Discussion Techniques, Student Engagement and Assessment as it relates to the Danielson Framework for Effective Classroom Instruction to develop teachers' instructional practices to include more complex thinking strategies to facilitate student engagement and thus increase academic rigor. Classroom intervisitations will be arranged for teachers to observe best practices among their colleagues. The implementation of Independent and Guided Reading into the Ready Gen Prototype to build to build student stamina and develop strategies and skills to become successful readers. The Principal and Assistant Principal will collect monthly samples of student writing and other literacy assessments and, examine these samples with the instructional team and provide feedback to teachers as to next steps for instruction.

The Assistant Principal, Data Specialist and Technology Coordinator will facilitate teachers in Progress Monitoring utilizing the Ready Gen Assessments and administering Teachers' College Benchmarks every eight weeks to track student progress.
Grade leaders meetings will be implemented to serve as liaisons between the different grade levels and the administration. Trends across the grades and next steps for instruction will be discussed.
Educational consultants will provide staff development in the AWARD Reading Program, Effective Questioning, Implementing RTI Strategies in the Classroom, Checks for Understanding, Peer to Peer Conversations, Goal Setting, and Positive Classroom Environment, Think Central, Reading Plus, Writing High Quality IEP's, Universal Design for Learning, etc.
Fair Student Funding money will be utilized for per diem substitutes to facilitate Professional Development in Literacy. The Literacy Coach and RTI Teacher will be funded with both Fair Funding and School Wide Projects.
Activity 2: Teacher Inquiry
Embed the capacity for using data to plan instruction through collaborative inquiry.
The Data Specialist and Computer Specialist will be accessible to facilitate teachers in the retrieval and understanding of disaggregated student data to drive instruction.
The Data Specialist, Assistant Principal and IEP Teacher will assist the teachers in such activities as progress monitoring, setting individual goals for SWD in ELA, and designing programmatic changes based on interim assessment results.
Teachers will utilize Ready Gen Reading Performance Assessments, classroom assessments, classroom performance, Teachers' College Benchmarks, ongoing checks for understanding, etc. to track student progress and identify areas that need to be modified in ELA.
Teachers will analyze and interpret results from School Net Performance Series and Ready Gen assessments to adjust and improve student outcomes in ELA.

Grade Level Inquiry Teams will meet twice a week; once during the Common Planning period and once during Teacher Inquiry. Each grade level team will clarify what students are expected to learn, the essential skills of each unit and plan according to the needs of the grade and individual students. Teachers will look at student work and monitor and revise instruction according to individual students' needs.

Teachers will keep conference notes to monitor individual student progress.

The school's Data Specialist, Technology Coordinator, the RTI Teacher and Assistant Principal will assist teachers by providing them with item analyses complete with charts, graphs, etc., based on School Net, and Teachers College data results.

Teacher Teams will meet collaboratively to examine formative and summative assessments and writing samples in order to adjust instruction and meet the needs of all students.

Student subgroups and grade level data will be disaggregated to maintain focus on specific cohorts of students.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    a) strategies/activities that encompass the needs of identified student subgroups,
    b) key personnel and other resources used to implement these strategies/activities,
    c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    d) timeline for implementation.

The Principal and Assistant Principal will collect monthly samples of student writing and other literacy assessments and, examine these samples with the instructional team and provide feedback to teachers as to next steps for instruction.

The Assistant Principal, Data Specialist and Technology Coordinator will facilitate teachers in Progress Monitoring utilizing the Ready Gen Assessments and administering Teachers' College Benchmarks every eight weeks to track student progress.

Grade leaders meetings will be implemented to serve as liaisons between the different grade levels and the administration. Trends across the grades and next steps for

instruction will be discussed.

Educational consultants will provide staff development in the AWARD Reading Program, Effective Questioning, Implementing RTI Strategies in the Classroom, Checks for Understanding, Peer to Peer Conversations, Goal Setting, and Positive Classroom Environment, Think Central, Reading Plus, Writing High Quality IEP's, Universal Design for Learning, etc.

The timeline is from September 2014- until June 2015.

Fair Student Funding money will be utilized for per diem substitutes to facilitate Professional Development in Literacy. The Literacy Coach and RTI Teacher will be funded with both Fair Funding and School Wide Projects.

Activity 2: Teacher Inquiry

Embed the capacity for using data to plan instruction through collaborative inquiry. (September 2014-June, 2015)

- The Data Specialist and Computer Specialist will be accessible to facilitate teachers in the retrieval and understanding of disaggregated student data to drive instruction.
- The Data Specialist, Assistant Principal and IEP Teacher will assist the teachers in such activities as progress monitoring, setting individual goals for SWD in ELA, and designing programmatic changes based on interim assessment results.
- Teachers will utilize Ready Gen Reading Performance Assessments, classroom assessments, classroom performance, Teachers' College Benchmarks, ongoing checks for understanding, etc. to track student progress and identify areas that need to be modified in ELA.
- Teachers will analyze and interpret results from School Net Performance Series and Ready Gen assessments to adjust and improve student outcomes in ELA.
- Grade Level Inquiry Teams will meet twice a week; once during the Common Planning period and once during Teacher Inquiry. Each grade level team will clarify what students are expected to learn, the essential skills of each unit and plan according to the needs of the grade and individual students. Teachers will look at student work and monitor and revise instruction according to individual students' needs.
- Teachers will keep conference notes to monitor individual student progress.
- The school's Data Specialist, Technology Coordinator, the RTI Teacher and Assistant Principal will assist teachers by providing them with item analyses complete with charts, graphs, etc., based on School Net, and Teachers College data results.
- Teacher Teams will meet collaboratively to examine formative and summative assessments and writing samples in order to adjust instruction and meet the needs of all students.
- Student subgroups and grade level data will be disaggregated to maintain focus on specific cohorts of students.

Target Population: Students in grades 3, 4, 5.

Responsible Staff Members: Principal, Assistant Principal, RTI Coach, Computer Specialist, Data Specialist, Classroom and Cluster Teachers

C.	**Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
	Teachers College Reading and Writing Project Benchmarking will be the administered as a baseline assessment in September and periodic benchmarks will be done every eight weeks. The Ready Gen baseline assessment as well as unit tests will also measure student progress in literacy. Performance Tasks aligned to the Ready Gen Reading Program which is aligned to the Common Core Learning Standards and rubric based will be used to measure the impact of instruction in Literacy.
D.	**Timeline for implementation and completion including start and end dates**
1.	From September 2014 through June 2015.
E.	**Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.	See above activities.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The Principal will schedule evening and Saturday workshops to discuss the Common Core Learning Standards, curriculum workshops in Literacy, Parenting Workshops,

Family Literacy, Engrade Parent Communication Website, Common Core Fairs to showcase the Literacy Performance Tasks, ELL Workshops, Homework Help, Special Education Parent Workshops, etc. Every Tuesday from 2:20-3:00 PM, Parent Engagement time will also be utilized to conduct parent workshops and schedule parent meetings pertaining to students' progress in literacy

Budget and Resource Alignment

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

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

PS 315K has received money from the STVP last year enabling the school to strengthen its technology component. The grant was $54,000. We were able to purchase 80 chrome book computers. These laptops are shared among the classes and used by the Technology teacher for instructional purposes in the area of Literacy and for Reading Plus. Computer based instruction lends itself to increased differentiated instructional practice. We have purchased literacy computer based programs to assist the ELL and SWD students. The AWARD Reading Program has a strong computer component which provides interactive shared reading stories and phonics based activities for the smart board. We are building students' computer skills to facilitate the move toward college and career ready instruction. We are hoping to move toward instructing our students in the skills needed to take the PARCC assessments

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

Comprehensive Needs Assessment

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

After conducting a trend analysis of student performance data utilizing School Net Math Performance Series assessments, the Progress Reports, the School Quality Snapshot, and Inquiry Team work in Math we noted a slight increase in student proficiency levels of students in grades 3, 4, 5. Grade 3 made the most gains. We attribute this slight increase to the use of Math in Focus in grade 2. Average proficiency levels are below standard. This is attributed to the Common Core State Learning Standards in Math and a change in test format to reflect a more academically rigorous test. Overall student proficiency levels increased from 19% average student proficiency in 2012-13 to 23 % average student proficiency in 2013-14.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) Timeline for implementation.

The Principal will provide a vast array of high quality Professional Development to deepen the teaching instruction with an emphasis on developing successful problem solving strategies to foster successful math results within our student population. The Principal will strengthen Professional Development for math instruction by providing teachers and others with tools and strategies via the model of a collaborative learning community from September, 2014-June 2015.

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

- Model exemplary practices in Math for teachers who demonstrate a need for further refinement of the practices embedded in the Go Math Program.
- Provide ongoing support for the delivery of instructional practice associated with the Go Math Program.
- Provide support for refining differentiated instructional practice to improve overall student performance and progress.
- Provide Professional Development in the instruction of skills and strategies needed for successful completion of Performance Tasks aligned to the Go Math Program.
- The Math Coach and Data Specialist will serve as a conduit between the administration and the teachers in designing, implementing, and evaluating student progress in Math and provide Professional Development for the teachers in the above mentioned areas.
- Facilitate teams of teachers in identifying areas of needs and in learning strategies, classroom organizational, and management practices pertaining to the Go Math Program.
- Provide single topic mini presentations in areas of needs pertaining to Go Math and deliver large and small group workshops.
- Provide Professional Development on Effective Questioning as it relates to Webb's Depth of Knowledge to develop more complex thinking and deeper understanding of Mathematical skills and concepts.

- Classroom Intervisitations will be arranged for teachers to observe best practices in Math among their colleagues
- Professional Development for teachers in all grades to integrate the Danielson Framework for Effective Classroom Instruction into the Go Math Prototype.

The Principal and Assistant Principal will collect monthly samples of Performance Tasks and other Math assessments and, examine these samples with the instructional team and provide feedback to teachers as to next steps for instruction.

The Assistant Principal, Computer Specialist, and Data Specialist will facilitate teachers in Progress Monitoring utilizing the Go Math Unit Tests and student checklists.

Grade leaders meetings will be implemented to serve as liaisons between the different grade levels and the administration. Trends across the grades in Math and next steps for instruction will be discussed.

Fair Student Funding money will be utilized for per diem substitutes to facilitate Professional Development in Math.

The timeline for implementation is September, 2014-June, 2015

Activity 2: Teacher Inquiry

Embed the capacity for using data to plan instruction through collaborative inquiry. (September 2014-June, 2015)

- The Data Specialist and Computer Specialist will be accessible to facilitate teachers in the retrieval and understanding of disaggregated student data to drive Math instruction.
- The Computer Specialist, Data Specialist and Assistant Principal will assist the teachers in such activities as progress monitoring, setting individual goals for SWD in Math ,and designing programmatic changes based on interim assessment results.
- Teachers will utilize Go Math Assessments, classroom assessments, classroom performance, conference notes, etc. to track student progress and identify areas that need to be modified in Math.
- Teachers will analyze and interpret results from School Net to adjust and improve student outcomes in Math.
- Grade Level Inquiry Teams will meet twice a week; once during the Common Planning period and once during Teacher Inquiry. Each grade level team will clarify what students are expected to learn, the essential skills of each unit and plan according to the needs of the grade and individual students in Math.
- Teachers will keep conference notes to monitor individual student progress.
- The school's Technology Specialist, Data Specialist, and Math Coach will assist teachers by providing them with item analysis complete with charts, graphs, etc., based on School Net, and Go Math unit assessments.
- Teacher Teams will meet collaboratively to examine formative and summative assessments in order to adjust instruction and meet the needs of all students in Math.
- Student subgroups and grade level data will be disaggregated to maintain focus on specific cohorts of students.

Target Population: Students in grades 3, 4, 5.

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

Steps for Including Teachers in the Decision Making Process (September 2014-June,2015)

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

Students' With Disabilities).

- Teachers will meet in grade level and multi-level teams to review student data gathered from periodic assessments.
- Teachers will plan collaboratively by grade level.
- During common planning and Teacher Inquiry meetings, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies, and develop strategic approaches to meeting the needs of the struggling learners and subgroup student population.
- Administer periodic assessments in January, March, and May.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Principal will schedule evening and Saturday workshops to accommodate parents' time constraints to discuss the Common Core Learning Standards in Math, curriculum workshops in Math, Homework Help in Math, Family Math Night, Engrade Computer Program, Common Core Fair to showcase the Math Performance Tasks, ELL Workshops, Homework Help, Special Education, etc. Parent Workshops will also be held during the Parent Engagement time on Tuesday afternoons from 2:20-3:00.

Budget and resources alignment

- Indicate your school's Title I status: X☐ School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title I		Title IIA	X	Title III	X	Grants		Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All students in temporary housing are entitled to the same services as students in the general school population.

We will utilize School Wide Projects, Fair Student Funding, and Title 3 Funding to implement this action plan.

- Instructional materials to support Saturday Test Prep and Tier 2/3 Programs.
- Teacher per session to support the Saturday Test Prep, Afterschool Remedial and Title 3 Enrichment Programs.
- Instructional materials for the Go Math Programs.
- Assistant Principal, Math Coach, Data Specialist, Technology Coordinator
- Computers to support classroom instruction.
- Educational Consultants
- Network Consultants

We will utilize Tax Levy, School Wide Projects and Title 3 Funding to implement this action plan.

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

- : Principal. Assistant Principal, Math Coach, Computer Specialist, Data Specialist, Classroom Teachers

3.

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

1. Go Math Baseline and End of Year Assessments; New York State Math Assessment, Go Math Unit Assessments, teacher observations

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

1. From September, 2014 through June 2015

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

1. See strategies outlined above.

Strategies to Increase Parental Involvement

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

The Principal will schedule evening and Saturday workshops to accommodate parents' time constraints to discuss the Common Core Learning Standards in Math, curriculum workshops in Math, Homework Help in Math, Family Math Night, Engrade Computer Program, Common Core Fair to showcase the Math Performance Tasks, ELL Workshops, Homework Help, Special Education, etc. Parent Workshops will also be held during the Parent Engagement time on Tuesday afternoons from 2:20-3:00.

Budget and Resource Alignment

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

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

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

- PS 315K has received STVP last year enabling the school to strengthen its technology component. We received 54,000. We were able to purchase 80 chrome books. These laptops are shared among the classes and used by the Technology teacher for instructional purposes in the area of Math. We have purchased Math computer based programs to assist the ELL and SWD students. The Go Math Program embeds two interactive computer components entitled Think Central and Soar to Success. This extends the concepts and skills taught in the Go Math instructional units by providing an interactive approach to the students and helps differentiate instruction. A parent component is included. (Think Central Parent Academy) Computer based instruction also allows for differentiation of instruction. We are building students' computer skills to facilitate the move toward college and career ready instruction. We are hoping to move toward instructing our students in the skills needed to take the PARCC assessments.

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting a trend analysis of the Students With Disabilities subgroup based on school and state assessments, the Progress Reports, the school report card and Inquiry Team work, it was determined that the average proficiency level of the Students With Disabilities in ELA has declined from a 3.2 %proficiency level to a 1.2% proficiency level. The average proficiency level in Math declined from a 9.5 % proficiency level to a 3.7% proficiency level. This is attributed to the rigorous implementation of the Ready Gen and Go Math curricula, as well as, CCLS aligned exam

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

Activity 1: Professional Development:

PD will be provided by the Principal, the Assistant Principal, the RTI Teacher, Literacy Staff Developer, the Math Staff Developer, the Data Specialist, the Technology Coordinator, and the Special Ed IEP Teacher. Activities include:

- Implementation of the Special Education Reform and programming of SWD into general education classrooms for core curriculum areas when appropriate.
- Modeling exemplary literacy and Math lessons aligned to the Danielson Framework that encompass small group and individual instruction to meet the UDL needs of the students.
- Demonstrating effective strategies for implementing the five essential elements of reading instruction.
- Training teachers in the administration, analysis, and interpretation of data from baseline, diagnostic, and other formative progress monitoring and outcome assessments utilizing assessments from the Ready Gen Reading Program, running records, and Teachers College Benchmark assessments in literacy and the same type of data in math.
- Provide single topic mini presentations on specific reading/writing strategies and math best practices in SWD instructional strategies.
- Planning and delivering group workshops.
- Facilitating teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices.
- Providing teachers with the knowledge and skills to involve families and other stakeholders appropriately. (Provide parents with information regarding how to access Engrade and their students' independent reading levels and Math scores to monitor their child's progress.
- Provide teachers with research based instructional strategies to assist students in meeting rigorous standards.
- Serve as a conduit between teachers and administration in developing, designing, implementing, and evaluating the progress of SWD population.
- Serve as mentors for teachers of SWD.
- Ensuring the proper implementation of the Ready Gen Reading Program, the Award Reading Computer Program, Imagine Learning Computer Program and the Go Math Program.

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

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

Principal, Assistant Principal, Aussie Consultant, all teachers, and Network Consultants will provide Professional Development to teachers of SWD.

Activity 2: Teacher Inquiry

- Teachers of Students With Disabilities will work as an Inquiry Team in modifying the Ready Gen and Go Math curricula to provide entry points into these curricula for their Students with Disabilities and to accommodate the learning challenges these curricula present by supporting the varying learning styles of their students.
- Teachers of SWD will meet as an Inquiry Team to look at student work products and identify trends unique to Students with Disabilities which will help inform their instruction.
- Teachers of SWD will work as an Inquiry Team to support one another in developing high quality IEP's.

Title 1 SWD Fair Student funding is utilized to hire per diem substitutes to release teachers for PD, with an emphasis on Students With Disabilities

2.	**Key personnel and other resources used to implement each strategy/activity**
1.	Principal, Assistant Principal, Literacy Staff Developer, RTI Teacher, Data Specialist, Technology Coordinator, Special Education Liaison, SETSS Teacher, IEP Teacher
3.	**Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
4.	Baseline and end of year MOSL assessments in ELA and Math, Ready Gen and Go Math unit tests, teacher observations, New York State ELA and Math Assessments
5.	**Timeline for implementation and completion including start and end dates**
1.	September 2014 through June 2015
6.	**Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.	See above)

Strategies to Increase Parental Involvement

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

The Principal will schedule evening workshops to discuss the Common Core Learning Standards, curriculum workshops in Literacy, Parenting Workshops, Family Literacy, Engrade Parent Communication Website, Common Core Fairs to showcase the Literacy Performance Tasks, ELL Workshops, Homework Help, Special Education Parent Workshops, etc. Every Tuesday from 2:20-3:00 PM, Parent Engagement time will also be utilized to conduct parent workshops and schedule parent meetings pertaining to students' progress in literacy.

Budget and Resource Alignment

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

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

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

- PS 315K has received STVP last year enabling the school to strengthen its technology component. We received 54,000. We were able to purchase 80 chrome books. These laptops are shared among the classes and used by the Technology teacher for instructional purposes in the area of Math. We have purchased Math computer based programs to assist the ELL and SWD students. The Go Math Program embeds two interactive computer components entitled Think Central and Soar to Success. This extends the concepts and skills taught in the Go Math instructional units by providing an interactive approach to the students and helps differentiate instruction. A parent component is included. (Think Central Parent Academy) Computer based instruction also allows for differentiation of instruction. We are building students' computer skills to facilitate the move toward college and career ready instruction. We are hoping to move toward instructing our students in the skills needed to take the PARCC assessments.

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.
June 2015, there will be a 5% decrease in the number of student suspensions as evidenced by a "Respect for All" environment and the continued implementation of the "Leader in Me" Program. In looking at the OORS data from the 2013-14 school year to the 2014-15 school year, these has been a decline in the number of incidents occurring both in and out of the classroom. In December, 2013, there were a total of 53 incidents recorded. In 2014, there have been a total of 20 incidents to date. Data from the School Quality Snapshot indicated a concern among teachers with regard to discipline and safety.

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.
In looking at the OORS data from the 2013-14 school year to the 2014-15 school year, these has been a decline in the number of incidents occurring both in and out of the classroom. In December, 2013, there were a total of 53 incidents recorded. In 2014, there have been a total of 20 incidents to date. Data from the School Quality Snapshot indicated a concern among teachers with regard to discipline and safety.

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

- Continued implementation of a Save Room Teacher.
- Implementation of a full time Guidance Counselor to facilitate a social and emotional response to at risk behaviors.
- The adoption of the STAR Student PBIS plan utilized throughout the school highlighting ""Supporting Safety"; Always Doing Your Best", Taking Responsibility"; and "Respecting Yourself and Others".
- Implementation of a monthly STAR Student who embodies the mission of the PBIS School Wide Behavior Plan.
- Adoption of the PBIS Behavior Matrix highlighting "Star Student" behavior in all aspects of the school day.
- The implementation of a monthly "Star Student" assembly and "Superstar Social". Star students get to celebrate their "Star Student" status by having a celebration of their choice, such as an ice cream party.
- The continued implementation of the Leader in Me philosophy which has a leadership focus and speaks to high expectations centering on the Seven Habits of Happy Kids.
- The adoption of Student Greeters and Student Ambassadors that represent the voice of the students.
- The implementation of the Leader in Me "Lighthouse Team" which sets the course of activities related to the Leader in Me philosophy.
- The continued implementation of the Student Government to foster student voice throughout the school.
-

1. This goal will be implemented from September, 2014-June, 2015

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

1. Principal, Assistant Principal, Classroom Teachers, Save Room Teacher, Guidance Counselor, School Psychologist, Social Worker, Paraprofessionals, School Aides

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

4. Progress will be determined by the decline in the number of Principal and Superintendent's suspensions.

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

1. September 2014 through June 2015.

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

1. See activities listed above. Resources include Leader In Me Professional Development and materials, the Save Room teacher and Guidance Counselor as "go to" people for conflict resolution, PBIS SCHOOL Wide Behavior Plan

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).
Workshops will be provided to parents on the PBIS Plan, as well as, ways in which this could be implemented at home. Workshops will be conducted in the Leader In Me philosophy and the school/home connection.

Translators will be available in Spanish, Urdu, and Haitian Creole.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**	**X**	**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.
By June 2015, there will be a 5% increase in parent involvement and communication as demonstrated by an increase in the number of parents attending PA meetings, parent workshops, and parent activities, as well as the number of parents completing the parent survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
PS 315K has a student population of 773 students. In looking at the attendance sheets resulting from these meetings and workshops, the number of parents attending PA meetings and workshops is less than 30. This is under 5% of the student body. More parent involvement is needed to ensure successful individual student academic growth.

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

a) Translators will be made available for the ELL parents at all parent functions; communications will be sent to parents in all pertinent languages that reflect our student population.
b) Parent Engagement time on Tuesday afternoons from 2:20-3:00 will be utilized to meet with parents, provide workshops, create newsletters, utilize Engrade, etc.
c) A parent survey will be conducted to determine parent interests and needs.
d) Academic workshop topics pertinent to ELLS, SWD's and parents of bottom third students will be provided in all pertinent languages. These include Homework Help, Ready Gen Literacy, Go Math, The State Testing Program, Testing Accommodations, How to Help Your Child in Reading, Parent-Teacher Communications, etc., Common Core Learning Standards in Literacy and Math and the Engrade Parent Communication site will also be workshops topics.
e) The parent coordinator, administrators, classroom and cluster teachers will all be involved in providing workshops to these parents.
f) Workshops will be offered on Saturday, as well as during the week.
g) Multicultural parent-child events, targeting the different ethnicities, will be implemented during the course of the school year.
h) Reading Partner and Reading Plus parent workshops will also be offered during the course of the year.
i) Implementation of Breakfast with the Principal, a venue for parents to meet with the Principal and Assistant Principal to voice concerns and make suggestions as to what they would like to see in the school.
j) Implementation of the Engrade Online grade book to increase communication between the home and school regarding student progress.
k) Parent newsletters created by the classroom teachers to apprise the parents of what is happening in the classroom to improve the home/ school connection.
l) "Walking In My Child's Footsteps" parent activity where parents are invited to the classrooms to participate in the learning and classroom activities associated with their child's learning.
m) Monthly calendar created by the Parent Coordinator that keeps parents abreast of important school workshops, activities, etc.

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

1. Principal, Assistant Principal, Parent Coordinator, Teachers, SLT, Tech Coordinator, Literacy and Math Coaches

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

1. Attendance sheets from monthly PA meetings and workshops

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

5. September 2014 through June 2015

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

n) See above. Title 1 Parent Involvement funding will be utilized to assist in paying for staff to conduct workshops; Parent Coordinator will serve as a liaison between the home and school.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**	**X**	**Set Aside**		**Grants**
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.)***
ELA	Tier 2 / 3 Reading Plus Computer Program Tier 2/ 3 Focused Reading Instruction. Tier 3 RTI Fundations Wilson Guided Reading Instruction Saturday Test Prep Academy	In class/pull out Tier 2/3 Small group tutoring Tier 3 Individual or small group Tier 2/3 individual pull out High level 2 students to push to level 3.	During school day/home Tier 2/3 After School Intervention Program on Wednesday (2:30 PM - 4:00 PM) Tier 3 During the school day outside the literacy block Saturday mornings from 9:00-12:00.
Mathematics	Tier 2/3 Math Small Group Strategy Instruction Tier 2/3 Targeted Mathematics Intervention Program Saturday Test Prep Academy	Small Group Pull Out Program Tier 2/3 Small group tutoring High level 2 students to push to level 3	During the School Day Tier 2/3 After School Intervention on Thursday (2:30 PM - 4:00 PM) Saturday mornings from 9:00-12:00
Science	Incorporated into ELA	See ELA Above	See ELA Above
Social Studies	Incorporated into ELA	See ELA Above	See ELA Above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Speech Counseling by Social Worker and School Psychologist Occupational; Therapist Physical Therapist	Small group pull out and push in Individual and small group Individual and small group Individual and small group Individual	During school hours During school hours During school hours During school hours During school hours

Title I Information Page (TIP)

For Schools Receiving Title I Funding

1. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. 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.
PS 315K is a school founded on the premise that the performing arts contribute to a well-rounded education and greater academic achievement. All teachers at PS 315K are highly qualified in their academic content areas and the Fine Arts teachers are highly qualified in their respective disciplines. (music, visual arts, dance) Teachers remain knowledgeable about current trends in their educational fields by attending Professional Development conducted through the city and network. In house coaches also conduct Professional Development on the current trends in education as well as the Chancellor's Initiatives for the 2014-15 school year. New teachers are assigned a mentor to assist them in their areas of concern to further their development pedagogically.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers are provided with high quality Professional Development every Monday afternoon for 80 minutes to develop their skills pedagogically. After giving the staff a needs survey and utilizing the data derived from the Danielson observations, Professional Development has centered on Danielson 3B, 3C, and 3D. These areas include effective questions and discussion, student interaction, and assessment. Further data from walkthroughs and observations include the need for PD on multiple entry points. PD topics have included Effective Questioning, Academic Rigor, and Peer Conversations. Classroom Environment, Conflict Resolution, UDL, Think Central/Soar to Success, Engrade, Reading Plus, Writing High Quality IEP's. Paraprofessionals have been provided with behavior on "How To Handle The Hard To Handle Kid", Small Group Instruction, Looking at the IEP, etc.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing are afforded the same academic and social-emotional services as the rest of the student population. This year I hired a full time Guidance Counselor to provide at-risk services for students who demonstrate a need.

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.).
PreKindergarten students get to visit Kindergarten classrooms throughout the school year. The teacher takes them on a tour of the school building to familiarize the students with the school building. Every June, we hold a Kindergarten Fair for the PreK Parents and provide them information about all the services the school provides. An overview of the Kindergarten curriculum is provided to the parents. The PS 315K Parent Handbook is given to the parents. Students are given a special book Miss Bindergarten Gets Ready for Kindergarten.

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.
The school level MOSL Committee chooses the assessments that utilized to determine student progress. Teachers utilize the assessments from the Ready Gen and Go Math Programs and meet during Teacher Inquiry to monitor and revise these assessments to meet the needs of the students in their classrooms.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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, PS 315K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 315K 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;

PS 315K's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 315K 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

PS 315K, 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: 22K315

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

Directions: All School wide 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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide 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 School wide pool. (Refer to	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$643,385.16	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	$39,572.00	X	See action plan
Title III, Part A	Federal	$12,128.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$3,759,602.00	X	See action plan

[1]Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

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

- **Title I, Part A – School wide 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.

Title III Teacher PD Schedule

Rationale	Teachers To Receive Training	Schedule and Duration	Topics to Be Covered	Provider
Data from Danielson observations	Frances Gibson	9/29 :1 hr	• Review of previous snapshots • Utilizing the think aloud strategy • Asking higher order questions	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	10/8	• Watched intervisitation demo lesson. • Discussed questioning and discussion techniques. • Discussed next steps for planning/accountable talk stems.	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	10/22	• Reading levels reviewed/set up guided reading schedule • Linked snapshot to Danielson planning. • Planned for Charlotte's Web book. •	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	11/2	• Ready Gen demonstration lesson(modeling using the Think Aloud strategy) • Resources to help support flexible grouping.	Anne Grayson from Creative School Services
Best practices for ELL's	Whole pedagogical staff	11/5	Scaffolding for ELL's Using Graphic Organizers	Maria Khan, Bilingual Coordinator
Best Practices for Ell's	Maria Khan, ELL Coordinator	9/24	ELL Compliance	Mildred Cordoba,ELL Instructional Specialist, CFN 533
Best Practices for Ell's	Maria Khan, ELL Coordinator	10/23	Close Reading in the Content Areas	Mildred Cordoba,ELL Instructional Specialist, CFN 533
Best Practices for Ell's	Maria Khan, ELL Coordinator	11/5	Writing Performance Tasks With Data in Mind	Mildred Cordoba, ELL Instructional Specialist, CFN
Data from Danielson	Manisha Wilson, Kindergarten	9/3	• Ready Gen Orientation	Deborah Kennedy, Literacy Coach

	ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator		• Questioning and Discussion Techniques	Anne Grayson, Creative School Services
Provide interactive learning for ELL students	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	9/15	Imagine Learning	Carrie Blakely, Imagine Learning consultant
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	9/22	Checks for Understanding	Anne Grayson, Creative School Services
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	10/6,11/3	Creating an Effective Classroom Environment	Judith Ranft-Quartana, Principal Denise Ellman, Assistant Principal
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	10/20	Peer to Peer Discussions	Laura Banks, Literacy Instructional Specialist , CEI 533
Best practices for ELL's	Kay Charles, Grade 1 ELL teacher	11/2	Ready Gen demonstration lesson; Modeling Effective Questioning Through the Think Aloud Strategy	Emma Cassuto, first grade teacher
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordina	11/4	Goal Setting	Denise Ellman, Assistant Principal
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher	12/8,12/15	Applying UDL Principles to Unit Planning	Anne Grayson, Creative School Services Deborah Kennedy, Literacy Coach

	Maria Khan, ELL Coordinator			

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	842	Total number of ELLs	99	ELLs as share of total student population (%)	11.76%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
SELECT ONE	1	1	1	0	0	0	0	0	0	0	0	0	0	3
SELECT ONE														0
Total	1	1	1	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	**Newcomers (ELLs receiving service 0-3 years)**	84	**ELL Students with Disabilities**	20
SIFE	2	**ELLs receiving service 4-6 years**	15	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	83	2	10	15	0	20	1	0	0	99

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	83	2	10	15	0	20	1	0	0	99
Number of ELLs who have an alternate placement paraprofessional: 3										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	8	4	5	3	3								34
Chinese		1		1										2
Russian	1	1	1											3
Bengali		2	1	1		1								5
Urdu	1	1	2	3	1	1								9
Arabic	1	2	1	1										5
Haitian	6	6	6	9	6	5								38
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3											3
TOTAL	**20**	**21**	**18**	**20**	**10**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**99**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	2	3	1	2	2								17
Intermediate(I)	6	5	3	6	3	6								29
Advanced (A)	7	14	12	13	5	2								53
Total	20	21	18	20	10	10	0	0	0	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	4	0	0	0	4
4	3	3	0	0	6
5	4	1	0	0	5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	2	0	4	1	0	1	11
8									0

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

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

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

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

   Currently, PS 315k utilizes Teachers' College Reading and Writing Project Benchmarks for assessing students and identifying strengths and weaknesses in areas such as early literacy, high frequency words, identifying initial sounds , blending, word segmentation , rhyming, phonemic awareness, reading comprehension skills and strategies, and reading accuracy. TCRWP assessments allow teachers

to examine data more carefully and identify specifically which skills students are lacking, so that the teacher can offer strategies to support ELL students in areas of need.

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

Data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT indicate that ELLS acquire speaking and listening skills before reading and writing skills. Data trends across the grade level reveal that this is especially evident in grades K-2. Although it does appear to be the case in the upper grades, as well, one can see over time that students are building their literacy skills. Instructional decisions for administration and staff will be determined by focused intervention implemented to meet students' needs. Through the analysis of individual students' patterns of performance on ESL snaspshots, instructional decisions for administration and staff will be determined. Instructional decisions will reflect this sequence of acquisition. Beginning levels of ELL students receive greater exposure to oral modalities, while more advanced levels of ELL students receive more intensive reading and writing instruction within the Comprehensive Literacy Framework.

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

We looked at the different modalities and grouped the students according to who was beginner, intermediate, and proficient.

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

a. After reviewing the data, we noticed that many of our students in grade 3 were very close to testing out of the NYSESLAT and could be pushed to proficiency. Students who did not perform well on the Listening and Speaking component, should be provided with more opportunities to practice the skills that will enable them to become proficient in these areas. ELL students in the testing grades need more exposure to longer and more complex reading passages. Reading skills need to be taught and reinforced ; reading stamina needs to be built and practiced. More work on vocabulary taught in the context of a reading passage needs to be implemented.

b.Since the reading on periodic assessments becomes more rigorous as the grade level increases, there should also be an emphasis on academic rigor surrounding their instruction and activities. Lessons that facilitate increased reading stamina and more complex vocabulary must be incorporated as well. School leadership and teachers use the results of the NYSESLAT and periodic asssessments to formulate the Title III Afterschool and Saturday programs. Since ELL students in the testing grades need more scaffolded instruction in both ELA and Math to meet the demands of the Common Core Learning Standards in Literacy and Math, instruction will be differentiated as needed so that students can make adequate gains.

c.All pedagogical and support staff play an integral role in helping the ELL students evaluate their level of proficiency. ELLS who come with a strong literacy background in their Native Languages on tests in their Native Languages are making gains. Consequently, students whose literacy foundartions are not strong in their Native Languagues do not do as well.

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

In the beginning of the year all students including ELLs are administered both literacy and math baseline assessments. Currently, P.S. 315 utilizes TCRWP benchmarks for assessing students and identifying student's strengths and weaknesses in areas such as early literacy behaviors, high frequency words, identifying initial sounds, blending, word segmentation, rhyming, phonemic awareness, reading comprehension skills and strategies as well as reading accuracy. These assessments allow teachers to examine data more carefully and identify specifically which skills students are lacking so that the teacher can offer strategies to support ELL students in areas of need. Math baseline assessments evaluate students in numbers and operations, measurement and data, geometry, and numbers in base ten systems. Struggling students are provided with strategic intervention and are placed in Tier 3 RTI groups.

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

Differentiated instruction is the key strategy used in ELL instruction.

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

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

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

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

AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   Our ELL Coordinator participates in the registration process. She speaks three languages and assists parent in completing the Home Language Surveys. The ELL Coordinator interviews the students prior to the first day of school. After having initialed the Home Language Survey, she administers the LAB-R (NYSTIL) to newcomers during the first ten days of school. Hispanic students who took the LAB-R and scored below the cut score are given the LAB-R in Spanish by the ESL teacher who has a Bilingual Extension License in Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   PS 315K does not curently have a Traditional Bilingual or Dual Language Program. An orientation session is held in the beginning of the school year. At this time, the ESL Coordinator assists the principal in welcoming the parents. She explains the research that supports the three different programs. Brochures that describe these programs are handed out in the native languages of the parents. Parents view an informational DVD. This is followed by a question and answer session. Translators are present. Paraprofessionals that speak Spanish, Creole, Bengali, Russian, Urdu and Arabic are in attendance. PS 315K has three self contained ESL classes in grades K,1, and 2. The ESL Coordinator, who conducts the initial screenings, has a Bilingual Extension License in Spanish.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Entitlement letters, parent surveys, program selection forms and placement letters of children eligible for services are sent home in the parent's native language. The Ell Coordinator is responsible for distributing entitlement and non-entitlement letters. These letters are sent to the students in an envelope addressed to the parents. Copies of each letter are made and stored in the ESL room. Parent surveys are distributed and filled out at orientation. Copies are also placed in the ESL room, and originals are kept in the student's cumulative record folder. To ensure that all parents are given opportunities to access information, more than one orientation is held for parents that can not make the initial meeting.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The ELL Coordinator participates in the registration and administers the Home Language Survey. Upon completion, the ELL teacher determines who will take the LAB-R (NYSTIL), and those results are used to place students in a self contained kindergarten class or in a regular class where they will receive pull out or push in services. Within the first month of school,parents are invited to attend a meeting to be informed about the services available to their children. Translators are provided.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   The school offers a NYSESLAT information evening that provides parents with sample tests and rubrics. Information about Title III is also disseminated to parents. At the time of administration of the test, testing conditions are put into effect and the entire staff is informed ahead of time of this upcoming test. Students are given extended time and a separate location while taking the test. ATS reports are generated to ensure that all ELL students are tested.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

    a. ELL students are serviced through either pull out or push in depending upon the number of students for that grade level.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As a result of the implementation of the common core learning standards differentiated instruction is infused within the framework of every lesson in all classrooms. Instruction is administered in english. Content is taught in small group as well as whole class depending on the objective of the lesson. Aides such as visuals, partnering, scaffolding, modeling and technology are used to make the content more comprehensible.

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

ELL students that take the state math exam are provided with a copy in their native language when available.

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

Beginning levels of ELL students rereceive greater exposure to oral modalities, while more advanced levels of ELL students receive more intensive reading and writing instruction within the comprehensive literacy framework. ELLS develop oral language through partner, share and group activities which incorporate effective discussion techniques and active listening. Students listen to a read alouds, answer questions and write responses to text. Instruction includes visual aides such as the computer, smartboard activities, and anchor charts. Reading activities include guided reading instruction, close reading activities, partner and independent reading. These assessments are done daily both formally and informally.

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

a. Since ELL students are required to take the NYS ELA exam after one year, academic rigor must take place within the lesson framework and planning. In the situation where there are SIFEs attention must be given to the learning gaps in a students education. A SIFE student needs intensive instructional support and is taught in small group setting, AIS and extended day. A title 3 after school program is also offered to SIFE students.

b. Instruction for newcomers who are at the preproduction stage of second language acquisition, are given modified instruction focusing on vocabulary, listening, modeling, reading and writing, using visuals and hands on activities.

c. The ELL teacher and staff that instruct students in the 4 to 6 year range use a differentiated instructional approach capitalizing on the student's learning styles, interests and academic abilities.

d. Instruction for our long term ELLs is focused on immersing students in a print rich environment providing context enriching activities and engaging students in authentic and meaningful learning activities.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	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.

   ELL students participate in small groups with an ELL pull out teacher for a minimum of three sessions per week. Students are also given an opportunity for small group instruction in the 75 minute extended day program which is offered on Mondays and Tuesdays. Selected students are given one on one tutoring through the Reading Partners Program which has been put in place this year. In math, Soar to Success will be used to provide additional support as needed.

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

    Our current ELL program is providing students with various instructional supports such as scaffolding, modeling, bridging, contextualizing, schema building, graphic organizers, questioning and cooperative learning groups. Flexible grouping is done according to student's needs through guided reading, read aloud, shared reading, close reading and the writing process.

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

    Classrooms will be provided with clickers which will be used to help teachers assess student understanding and performance during lessons. With the new Go Math and Ready Gen common core aligned programs, ELL students will be given more opportunities to demonstrate understanding through mid-chapter assessments, unit exams, and performance tasks. Progress monitoring will ensure that students are progressing at an adequate rate. It will also allow for learning gaps to be addressed through reteach and reassess. The online Reading Plus program will be used to help students with reading accuracy, visual tracking, stamina building and comprehension support.

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

    No programs or services are being discontinued for our ELLs.

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

    Our school makes every effort to ensure that ELLs have equitable access to educational opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all after school and supplemental programs and take part in the extracurricular arts , such as chorus, band, violin, visual arts and student government.

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

    We have an array of appropriate instructional materials for our ELLs. Text books, big books, leveled text, workbooks, grammar books, dictionaries, glossaries, posters, flash cards and other hands on materials are used when instructing our ELLs. We have software targeting language development in our classrooms. Native languge books are provided in the school library. The school has provided Go Math in spanish for grades 3-5. The AWARD Reading Program is also used as a supplemental support which is used in school as well as at home.

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

    The ELL teacher provides support to students in their native language by encouraging them to use their native language. The use of books and resources from a multicultural library is also available. Teachers may utilize the student's native language to ensure the student's understanding of content area subject matter while the student is aquiring english. Bilingual dictionaries are very helpful. Instruction for our long term ELLs is focused on immersing students in a print rich environment, providing context enriching activities and engaging students in hands on, meaningful learning experiences.

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

    Depending on the grade level, students are provided with ELL practice books which are used to compliment the skills that are being taught. Activities found in the NYSESLAT practice books from Continental Press are also used.

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

    Throughout the school year the ELL teacher supports ELL students, especially students in the testing grades. Books utilized for test preparation and in the content areas are often in spanish. We have a fifth grade teacher with an ELL license that facilitates an after school Title 3 program for students in the testing grades.

18. What language electives are offered to ELLs?

    There are currently no language electives available.

19. For schools with dual language programs:
    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)?

We do not currently have a dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of newly enrolled students are invited to attend an orientation meeting where the ELL program is introduced. Invitation letters are sent in many languages and phone calls are made when needed. Parents review a DVD entitled "Orientation For Parents of ELL Learners" provided by the Office of English Language Learners. The DVD had been translated into 13 languages. The ELL Coordinator in conjunction with the Parent Coordinator organizes these orientation meetings. Parents are given an opportunity to meet the staff at "Meet The Teacher Night" which is held in September. On that night, ELL parents are also invited to attend an orientation of the ELL program in the school. This night is usually well attended. Parent Teacher Conferences , curriculum nights and workshops are also given. The School Messanger System is used to keep ELL parents informed of the different activities that are available.

2. GED and English As A Second Language For Parents is conducted in our shared campus at P.S. 152 every Saturday from 8:30 to 12:00.

3. The ELL Coordinator creates informal meetings and surveys to assess the needs of the parents. Workshops are then provided.

4. Workshops are provided based on the needs assessed from parent concerns and interests. Parents are provided with resources to help their children at home and are given specific strategies that they can use in reading and math.

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: The School of Performing Arts			**School DBN:** 22K315
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Ranft-Quartana	Principal		11/15/13
Denise Ellman I. A.	Assistant Principal		11/15/13
Angela Gonzalez	Parent Coordinator		11/15/13
Christina Khan	ESL Teacher		11/15/13
Evens Toussaint	Parent		11/15/13
Manisha Wilson	Teacher/Subject Area		11/15/13
Vincent LaVeglia	Teacher/Subject Area		11/15/13
Deborah Kennedy	Coach		11/15/13
Joanne Fava	Coach		11/15/13
Charles Farruggia	Guidance Counselor		11/15/13
Nancy Ramos	Network Leader		11/15/13
Joni Riggio	Other _____		11/15/13
Rina Goldman	Other _____		11/15/15
Monica Critser	Other _____		11/15/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22 **School Name: 315**

Cluster: CEI PEI 533 **Network: Nancy Ramos**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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