



**2014-15  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**01M015**

**School Name:**

**THE ROBERTO CLEMENTE**

**Principal:**

**IRENE SANCHEZ**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- 1. Section 5A Capacity Framework Element - Rigorous Instruction**
- 2. Section 5B Capacity Framework Element - Supportive Environment**
- 3. Section 5C Capacity Framework Element - Collaborative Teachers**
- 4. Section 5D Capacity Framework Element - Effective School Leadership**
- 5. Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Expanded Learning Time (ELT)**

**Section 8: Title I Program Information**

**Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Roberto Clemente School School Number (DBN): 01M015  
School Level: Elementary Grades Served: PK-5  
School Address: 333 East 4<sup>th</sup> Street, New York, NY 10009  
Phone Number: 212-228-8730 Fax: 212-477-0931  
School Contact Person: Irene Sanchez Email Address: lsanchez11@schools.nyc.gov  
Principal: Irene Sanchez  
UFT Chapter Leader: Donnamarie Fiscina  
Parents' Association President: Carmen Quinones  
SLT Chairperson: Donnamarie Fiscina  
Student Representative(s): N/A

**District Information**

District: 01 Superintendent: Daniella Phillips  
Community Superintendent Office, District 1  
166 Essex Street @ PS 20  
Room 136  
Superintendent's Office Address: New York, NY 10002  
Superintendent's Email Address: DPhilli@schools.nyc.gov  
Phone Number: (212) 353-2948 Fax: (212) 353-2945

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 203 Network Leader: Gabriel Feldberg

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irene Sanchez	*Principal or Designee	
Donnamarie Fiscina	*UFT Chapter Leader or Designee	
Carmen Quinones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kathleen Shamwell	CBO Representative, if applicable	
Susan Safer	Member/Teacher	
Michelle Papa	Member/Teacher	
Ashley Mendolia	Member/ Teacher	
Christina Hernandez	Member/ Parent	
Sharline Ramsey	Member/ Parent	
Lourdes Gonzalez	Member/ Parent	
Catherine Lopez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

#### The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS15 is a small school located on the Lower East Side offering both gifted and talented and Special Education programs. As a community we value learning and recognize that we learn best when . . .

- *We Know Each Other*
- *We Model*
- *We Create Opportunities*
- *We Expect, Reflect, and Celebrate*

Our vision is to create a dynamic, academically rigorous neighborhood school and to continue to build a community that values a creative, intellectually challenging, diverse and nurturing school culture. Students and faculty will inquire, explore and discover together, with delight in learning, in an atmosphere of respect and mutual trust.

Our mission is to advance our students on their journey towards college and career readiness by fueling their drive to explore and learn about our world and connect to others. We strive to develop our students' and our own inner resources of creativity and connection by:

*-Engaging in rigorous learning experiences.* With the Common Core Learning Standards as a guide, we embrace intellectual challenges and develop an attitude of perseverance in problem-solving and academic growth. Our learning is infused with art, and students demonstrate their learning in many ways, with an ever-growing sense of agency.

*-Providing a safe and trustworthy environment.* We are guided by an understanding of social-emotional literacy in our relationships and in our teaching. Within a reliable and consistent atmosphere, we develop an understanding of ourselves and our peers. We communicate and work together openly, honestly, and productively. We honor the experience and perspective of each individual, and seek to be responsive to his or her points of view and needs.

*-Using precise and multi-faceted data.* We continually assess our students' and our own learning using a variety of assessment instruments in order to craft meaningful goals and plans for growth and achievement.

Our faculty models collaboration and reflection through its practice. Families join with us as vital partners in growth. Together, we create a vibrant community where policies and practices are formed collaboratively and revisited continually to ensure that we are providing a dynamic, rigorous and motivating environment for all stakeholders in our school community.

PS15 has excelled at creating and maintaining extensive partnerships to meet the diverse needs of our community. Our partners Creative Arts Agency, Change For Kids, Arts for All, and Mark DeGarmo Dancers provide academic enrichment through various art forms such as drama, dance, and music. In addition, students explore social studies content through the arts with Children's Museum of Arts and Learning through an Expanded Arts Program. Our second graders participate in weekly swimming lessons through Asphalt Green's Waterproofing program. Our partners also provide material goods such as classroom supplies,

bookbags to families in need, and an annual Thanksgiving dinner for families in temporary housing. PS15 was recently awarded the AIDP/Community Schools grant which has led to the establishment of a new partnership with Pathways to Leadership who will offer a full time social worker, site coordinator, after school programming, and an Upstanders program to combat bullying.

PS15 is home to many families who reside in temporary housing. While we have been able to provide an exceptional learning environment for our families, this concentration of students in temporary housing has significant implications for the school's academic program. High rates of transience dramatically affect the school's standardized exam scores. During the 2012-2013 school year, 72 PS 15 students sat for the statewide exam in mathematics. One-third had been admitted to the school in September or later. Conversely, 39 students in testing grades left between the first day of school and the first day of the exam, leaving fewer opportunities to demonstrate quantitatively the strengths that several years of intervention and core instruction had developed. Last year again, 26 out of 71 students entered the school's testing grades mid-year.

Of far more importance than these testing challenges is the academic needs they imply. Students who enter the school after first grade often arrive with conceptual misunderstandings from earlier in their school careers. Compromised attendance rates often exacerbate gaps in learning. Most students enter PS15 at least 3 years below grade level. Through intensive academic interventions, PS15 has been able to close the gap. Students, on average, make over one and a half years of progress. Thus, in spite of remaining well behind grade-level expectations, continuously enrolled students saw those deficits that took years to develop cut almost in half in just ten months.

PS 15 remains dedicated to meeting the needs of students and families, and works with urgency to provide them more secure futures. At the same time, there are signs the improvements of the last few years will change the school's demographics. PS15 has successfully expanded our PreK program and opened a new Gifted and Talented program which has attracted a larger base of permanent families. Our academic, enrichment, and extracurricular offerings, coupled with the familial nature of our school environment demonstrate that we are on target for achieving our vision.

We have seen consistent growth in Tenet 5, Student Social and Emotional Development Health, and Tenet 6, Family and Community Engagement. This was evidenced by Effective ratings on our most recent IIT as well as our 12-13 Quality review in which it was noted, "All staff nurture and support positive relationships with students and families such that the school produces an exceptionally strong climate for learning." We believe tenets 5 and 6 serve as a foundation for all of the other tenets. Without these two practices in place, schools cannot be successful. We believe our current and future work will be to build on the strong foundation we have established.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in

effectively responding to the differentiated academic and social-emotional needs of all students

- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 01M015 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	185	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			92.0%
% Free Lunch	89.0%	% Reduced Lunch			1.1%
% Limited English Proficient	10.0%	% Students with Disabilities			34.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			37.9%
% Hispanic or Latino	54.7%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			7.86
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	1.5%	Mathematics Performance at levels 3 & 4			6.2%
Science Performance at levels 3 & 4 (4th Grade)	76.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## 01M015 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	185	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			92.0%
% Free Lunch	89.0%	% Reduced Lunch			1.1%
% Limited English Proficient	10.0%	% Students with Disabilities			34.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			37.9%
% Hispanic or Latino	54.7%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			7.86
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	1.5%	Mathematics Performance at levels 3 & 4			6.2%
Science Performance at levels 3 & 4 (4th Grade)	76.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		89.6%	% Attendance Rate		92.0%
% Free Lunch		89.0%	% Reduced Lunch		1.1%
% Limited English Proficient		10.0%	% Students with Disabilities		34.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.1%	% Black or African American		37.9%
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% White		1.6%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		4.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)		7.86
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Science Performance at levels 3 & 4 (4th Grade)		76.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS15 has worked diligently to align our curriculum to the CCLS and the instructional shifts. Teachers work collaboratively with each other, staff developers, and administration to ensure that the curriculum meets the CCLS expectations. We use a variety of forms of data to engage in continuous cycles of data analysis, action, and evaluation leading to refinement of the curriculum including modifications and adjustments to provide access to all. Our school-wide instructional focus for the past two years has been questioning and discussion and rigor. We have selected curricula that support higher-order thinking and have engaged in professional development on raising the level of rigor through carefully crafted questions and student led discussions. PS 15 has adopted the “habits of mind” as a framework for raising the level of thinking and effecting change. Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, by Arthur L. Costa and Bena Kallick, introduces a repertoire of thinking behaviors that help students navigate the various challenges and problems they encounter in the classroom and everyday life.

Given the culture of data-informed decision making and curricular adjustments that have been fostered at PS15, as evidenced by our 2012-2013 quality review which states, “Teachers use a broad range of assessment data sensibly which leads to meaningful instructional planning, adjustments, and interventions for students,” we believe that our priority with regards to Tenet 3 is to continue to develop teachers’ practice around questioning and discussion to support higher-order thinking so that it is modeled; there are regular opportunities to apply it, and students are expected to engage in it, reflect on it, and celebrate it, thus leading

to academic achievement. As noted in our IIT report on p. 18, reviewers recommended that PS15 “Ensure that best use is made of consultants to support teachers in developing lesson and unit plans that are fully reflective of the CCLS instructional shifts; make best use of data, questioning, and rubrics, so that student achievement is increased.” This recommendation is aligned with PS15’s instructional focus and professional development priorities.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014, PS15 will ensure that the best use is made of consultants to support the use of data, as well as questioning and discussion, so that student achievement is increased, as measured by a minimum of 80% of students meeting their annual individualized MoSL assessment goals.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> <li>1. Consultants from Metamorphosis and Junior Great Books, along with our Math Coach, our network’s Literacy Instructional Specialist and Special Education Liaison will provide professional development to teachers to enhance their content knowledge and develop their questioning and discussion practices.</li> <li>2. Teachers will be observed throughout the school year to ensure that professional development is reflected in teacher practice. Administration will engage in debriefing sessions with consultants to ensure that the work is progressing smoothly.</li> <li>3. Teachers will provide reflections on each session that will be analyzed by administration so that mid-course adjustments can be made when necessary.</li> </ol>	<p>All classroom teachers K-5</p>	<p>September 2014 – June 2015</p>	<p>Principal Assistant Principal</p>
<ol style="list-style-type: none"> <li>6. Consultants and teachers will use formative and summative data to inform the professional development sessions and ensure that our practice provides access to the curriculum for all students including SWD, ELLs, and</li> </ol>	<p>All teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal and assistant principal will oversee. Teachers and consultants will</p>

<p>other high-need student subgroups.</p> <p>7. Student data will be analyzed by administration and teacher teams to ensure students are meeting interim benchmarks.</p>			implement.
<p>PS 15 will backpack home letters that outline our SCEP goals and provide parents with information about questioning and discussion techniques and strategies they can use at home to support higher order thinking.</p>	All parents	September 2014 – June 2015	Principal, assistant principal, and teachers
<p>Activities that address trust are:</p> <ol style="list-style-type: none"> <li>1. Teacher reflections both written and verbal – teachers will recognize that their opinions are valued and help shape the professional development experience.</li> <li>2. Ensuring parents are informed – Providing regular academic progress reports and student goals</li> <li>3. Celebrate progress with students and families</li> <li>4. Collaborative discussion, followed by mid-course adjustments in professional learning as needed, will strengthen a schoolwide culture of trust.</li> </ol> <p>Across the school transparent practices will be used to ensure that all stakeholders are informed and able to contribute to the work.</p>	All members of our community (Staff, students, parents, and consultants)	September 2014 – June 2015	School administration will implement communication structures

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal  
Assistant Principal  
Teachers  
Junior Great Books Consultant – 6 days  
Metamorphosis consultants (K-2 and 3-5) – 15 days  
Metamorphosis off-site Professional Development 8 days  
In-house Math Coach – 2 days per week  
Network Literacy Instructional Specialist – 10 days  
Weekly common planning time  
Network Special Education Coach – 10 days  
50 days Per Diem coverage for teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

A minimum of 70% of students will have met their January benchmark in ELA as measured by IRLA reading levels. A minimum of 12/19 (or 63%) of teachers will demonstrate Effective practice in the Framework for Teaching’s 3B, Questioning and Discussion; 3C, Engaging Students in Learning; and 3D, Using Assessment in Instruction, as measured by evaluative observations of practice.

**Part 6b.** Complete in **February 2015**.

3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
4.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS15 has established a culture of trust, care, and collaboration that has helped create a familial feeling among all stakeholders. We believe in taking a “solutions only” approach to addressing the needs of the community. Through this focus, PS15 has been able to develop and maintain many community partnerships that support and sustain social-emotional health and academic growth. At PS15, all children are known well by multiple adults, and collaboration among staff ensures that social emotional supports are timely and effective. These practices were noted in our IIT report which indicated, “All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.” In addition, it was noted in our 2012-2013 Quality Review that, “All staff nurture and support positive relationships with students and families such that the school produces an exceptionally strong climate for learning.” PS15 is home to many high-needs families, which has led to some cases of chronic absenteeism. Our school is committed to extending our reach to support whole families in order to ensure students’ academic, social and emotional success. PS15 has been able to increase attendance every year since 2011, however we still have some families whose needs we are unable to address. To this end, PS15 applied for and was awarded an AIDP/ Community School grant enabling us to create a new, long-term partnership that will bring additional resources to our community. Creating and

sustaining a community school model is a priority at PS15 and builds upon our current successes.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 15 will take necessary initial steps to implement a Community School Model, in collaboration with Pathways 2 Leadership (P2L) leading to an increase in attendance from 92% to 92.5%

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. PS15 will collaborate with P2L to conduct a school-wide needs assessment to determine current supports in place and potential gaps in services where there are demonstrated needs. 2. P2L will hire, in collaboration with the SLT, a full time site coordinator to coordinate services through existing and new partnerships. 3. P2L will hire, in collaboration with the SLT, a full time social worker who will work directly with students and families to support socially and emotionally. 4. P2L, in collaboration with PS15, will implement a comprehensive wrap around afterschool program for students that incorporates academic and enrichment offerings in arts and sports. 5. PS15’s attendance team, the P2L site coordinator, and the P2L social worker will analyze student attendance data weekly, discuss root causes for truancy, and seek additional resources to support the families.	All students, but particularly students with attendance rates below 90%	December 2014 through June 2015	P2L School manager site coordinators Community School Team, inclusive of administration
Our community school approach targets high-needs and at-risk students and provides them with additional resources. They are targeted based on attendance and academic data, as well as social emotional concerns.	High-needs	December 2014 through June 2015	P2L School manager, site coordinator, Community School Team, inclusive of

			administration.
The community school model is parent and student focused. Through this model, we will work to engage parents by first meeting their immediate needs. P2L site coordinator will coordinate classes, services, and resources that directly support families' immediate needs.	All parents	December 2014 through June 2015	P2L School manager, site coordinators, Community School Team, inclusive of administration.
Trust is inherent in the community school model of supporting families and students. Reaching out to parents, demonstrating interest and genuine concern for their challenges, and working to address them will, by its very nature, ensure that trusting relationships are developed. All PS15 and P2L staff will ensure that confidential information remains confidential. All staff, students, and parents will have at least 1 person they can contact for support.	All community stakeholders	December 2014 through June 2015	All PS15 and P2L staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
P2L school manager, site coordinator, and social worker Designated monthly meeting time Guidance Counselors Teachers Assistant Principal Principal Attendance Teacher

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <b>B</b> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. <b>C</b> Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, school-wide attendance will be above 92%, as determined by the PAR reports.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS15 is adept at collecting and analyzing multiple forms of student data. Teachers currently set individualized goals that are shared with students and design instruction to achieve those goals. As a community we engage in regular cycles of analysis, action, and evaluation. We track student progress along the way and create action plans to address at-risk students. Evidence of this is found in our 2013-2014 School Environment survey, in which 100% of teachers either agreed or highly agreed that “Teachers in my school use multiple forms of student achievement data to improve instructional decisions.” According to the IIT report, “Although teachers have access to multiple data sources, examined lesson plans showed an inconsistent use of data for determining student groupings or making instructional decisions or adjustments.” While this practice has significantly been enhanced, we believe we can further develop this practice so that it is uniformly seen. With a number of new teachers in the school, we recognize the need to provide additional opportunities for teachers to engage in collaborative planning with student data in mind. This would enable less experienced teachers to learn from more experienced teachers and ensure that school-wide practices reflect what we, as a community, believe about how we learn best.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will further develop teachers’ practice so that data is used to differentiate instruction, ongoing assessments are used to adjust instructional practices, and feedback is used as a tool to inform students of what they need to do to improve, as measured by a minimum of 80% of students meeting their individualized MoSL goals.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>5. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>6. Strategies to increase parent involvement and engagement</li> <li>7. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To further develop teacher practice, we will:</p> <ol style="list-style-type: none"> <li>1. Initiate a PLC to study efficient strategies for planning with students in mind. PLC will then share their learning with the larger school community.</li> <li>2. A teacher team will work to research and create a resource for all teachers on differentiation options that teachers can incorporate into the workshop model to support students during all aspects of their lesson (i.e. mini-lesson, independent practice, share).</li> <li>3. Administrators will observe teacher practice and provide specific and timely feedback to support data informed planning and instruction.</li> <li>4. Teacher teams will meet in study groups to analyze student data and identify specific next steps to communicate to students and strategies for teaching them.</li> </ol>	<p>All teachers</p>	<p>September 2014 -June 2015</p>	<p>PD Committee, Administration, Teachers</p>
<ol style="list-style-type: none"> <li>1. Special Education teachers will engage in special education team meetings to discuss the overarching question, “What is the role of the special education teacher?” During these meetings teachers will use student IEPs to support their lesson planning so that accommodations and modifications are built in.</li> <li>2. All teachers will continue to ensure that students are</li> </ol>	<p>All teachers</p>	<p>September 2014-June 2015</p>	<p>Teachers, administration</p>

<p>identified by tiers and that tier 2 and 3 students are seen more often in small group and individual conferences to teach into specific goals.</p> <p>3. During planning, teachers will also consider which language supports are needed to accommodate ELLs.</p>			
<p>In order to engage and involve parents, we will:</p> <ul style="list-style-type: none"> <li>• Backpack home letters that outline our SCEP goals</li> <li>• Provide parents with information about how teachers are using data to provide targeted intervention and instruction.</li> <li>• Data will be provided to parents through folder notes, progress reports, and skills cards so that they can continue the work at home.</li> </ul>	All Parents	December 2014-June 2015	Teachers, administration
<p>Activities that address trust are:</p> <ol style="list-style-type: none"> <li>1. Teacher reflections both written and verbal – teachers will recognize that their opinions are valued and help shape the professional development experience.</li> <li>2. Ensuring parents are informed – providing regular academic progress reports and student goals.</li> <li>3. Celebrate progress with students and families.</li> </ol> <p>Across the school transparent practices will be used to ensure that all stakeholders are informed and able to contribute to the work.</p>	All members of our community (Staff, students, parents, and consultants)	September 2014-June 2015	Teachers, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers  
Assistant Principal  
Principal  
Common planning time  
In-house Math Coach – 2 days per week  
Network Literacy Instructional Specialist – 10 days  
Weekly common planning time  
Network Special Education Coach – 10 days  
20 days per diem coverage for teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 5. Specify a timeframe for mid-point progress monitoring activities.

Administration will engage in data discussions triannually with teachers to identify evidence of completed cycles of analysis, action, and evaluation for impact. By February 2015 teachers should be able to demonstrate two completed cycles in Reading, Writing, and Math.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS15, school leaders have a fully functional system in place for conducting targeted and frequent observations. Teachers receive timely, specific, and actionable feedback aligned to the Danielson framework. According to the 2013-2014 School Environment survey: 95% of PS15’s teachers either agreed or strongly agreed that “School leaders give me regular and helpful feedback about my teaching;” one hundred percent of teachers agreed or strongly agreed that “School leaders place a high priority on the quality of teaching;” and 100% of teachers either agreed or strongly agreed that “The principal at my school knows what’s going on in my classroom.” Our 2012-2013 Quality Review report noted that, “The principal has developed powerful processes for analyzing and elevating teacher performance through clear expectations for practice which results in improved instruction.” This year administration has further developed its system to provide tracking of feedback from multiple sources over time to develop teacher practice. PS15 has prioritized evaluating impact of instruction on student achievement resulting from improved teacher practice. Current systems are being refined and enhanced to include this priority.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, rigorous systems will be in place to monitor student performance through collaborative examinations of completed cycles of data analysis, action, and evaluation of progress, as measured by a minimum of five documented reviews of assessment data and adjustment to instruction impacting student achievement in each class.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Engage in monthly teacher team meetings to discuss the impact of classroom level action plans, refining as needed.</li> <li>• Together with teachers, engage in triannual data discussions, wherein teachers use evidence from their data binders to demonstrate the impact of their instruction. They will highlight the data they collect, the adjustment made to instruction and the impact on student achievement.</li> <li>• Together with teachers, engage in regular analysis of student work product along a rubric to track student growth and make necessary refinements to instruction.</li> </ul>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Principal, assistant principal and teachers</p>
<ul style="list-style-type: none"> <li>• Teacher team meetings for action planning will include action plans for SWD and ELLs.</li> <li>• Data discussion meetings will focus on three students: general education, SWD, and an ELL.</li> <li>• Analysis of student work product will include SWD and ELLs.</li> </ul>	<p>Teachers</p>	<p>September 2014- June 2015</p>	<p>Principal, assistant principal, and teachers</p>
<p>In order to engage and involve parents, we will:</p> <ul style="list-style-type: none"> <li>• Backpack home letters that outline our SCEP goals.</li> <li>• Provide parents with information about how teachers are using data to provide targeted intervention and instruction.</li> </ul>	<p>All parents</p>	<p>December 2014 – June 2015</p>	<p>Principal, assistant principal, and teachers</p>

<ul style="list-style-type: none"> <li>Data will be provided to parents through folder notes, progress reports, and skills cards so that they can continue the work at home.</li> </ul>			
<p>Inherent in this action plan is the idea that monitoring systems are most effective when done in a collaborative manner. Rather than mere oversight, these systems ensure that rigorous monitoring of student performance occurs consistently. Moreover, it provides opportunities for teachers to grow together, hear differing perspectives, and contribute to a uniform understanding of how students learn best and why these practices are important. The end result is that teachers feel they are respected as professionals capable of problem solving, their opinions are valued, and they are supported. This leads to mutual trust between teachers and administrators.</p>	Teachers	September 2014 – June 2015	Principal, assistant principal, and teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time Teachers Principal Assistant Principal ESL teacher

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By January 2015, a minimum of two documented reviews of assessment data and adjustment to instruction impacting student achievement in each class will have been conducted.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS15 excels at developing strong relationships and learning about the needs of our community members. Staff members spend a great deal of time getting to know students and families and fostering trusting relationships. At PS15, all families are welcome and greeted in a friendly manner by all safety agents and office staff. Our warm and caring environment supports open communication between parents, teachers, and administration. As we learn about the various needs in our community, we work to meet their needs by fostering many community partnerships. In addition, we were awarded an AIDP Community School grant that has enabled us to partner with Pathways 2 Leadership in order to provide more supports and services for our families. As a community, we maintain regular communication with parents about their child’s academic progress throughout the year. In our 2012-2013 Quality Review, the reviewer noted as a well developed area of school culture, “All staff nurture and support positive relationships with students and families such that the school produces an exceptionally strong climate for learning.” This is further demonstrated in the results from our 2013-2014 Learning Environment survey where 100% of parents either agreed or strongly agreed that, “My child’s school keeps me informed about my child’s academic progress.” While we recognize Tenet 6 as an area of strength, we continue to seek ways to build upon our work. As noted in the IIT report, “The school culture fosters reciprocal communication among school leaders, staff, students, and their families. In addition, the school sustains extensive partnerships with community organizations that nurture the ongoing growth of

these relationships. As a result, the school has established a solid foundation from which all students can work toward achieving rigorous academic outcomes.” However, the IIT report also stated, “Although the school provides parents with data about their child’s academic progress, some parents stated that the information is not always presented in a way that is easy to understand.” PS15 has made “easy to understand” a priority area for improvement.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

PS15 will maintain and build upon home-school communications around curriculum and academic data to further strengthen our home school partnership, as evidenced by a minimum of 10 informative academic communications shared with parents in an easy to understand format by June 2015

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In order to maintain and build upon parent communication, PS15 will:</p> <ul style="list-style-type: none"> <li>• Send home monthly newsletters, which include information about upcoming units of study, independent reading time expectations, and the habits of mind.</li> <li>• Provide parents with progress reports three times per year in addition to report cards to inform them of their child’s progress.</li> <li>• Provide parents with an easy-to-understand, year-long curricular overview so that they understand what their child will be learning and can support them at home.</li> <li>• Provide skill cards and other notes home that help parents understand the specific learning goals their child is working on.</li> <li>• In collaboration with P2L, provide parent workshops on topics such as CCLS, NYS testing, and how to support your child in school.</li> </ul>	<p>Parents</p>	<p>September 2014 – June 2015</p>	<p>Teachers, Administrators, and P2L staff.</p>

<ul style="list-style-type: none"> <li>Teachers will utilize the parent engagement time of the Tuesday workday to provide parents with additional information about their child's academic progress.</li> <li>Parent letters which preview each unit by outlining the major learning goals will be backpacked home.</li> </ul>			
SWD, ELL, and parents of high-needs students will receive all of the above to support their work at home and ensure a strong partnership with their child's teacher. Special education teachers will provide parents with progress report updates on IEP goals. ELL teacher will meet with parents and provide progress to parents.	Parents	September 2014 – June 2015	Teachers and Administrators
The above action plan is designed to directly address parent involvement and engagement.	Parents	September 2014 – June 2015	Teachers and Administrators
Parents will be provided opportunities to give feedback to administration through an anonymous parent-teacher conference survey and other surveys backpacked home throughout the year. The time taken to develop relationships between teachers, administrators, students and parents will ensure mutual trust and collaboration.	Parents	September 2014 – June 2015	Teachers and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Pathways 2 Leadership (P2L)  
Principal  
Assistant principal  
Teachers  
Curriculum Guides  
DoE publications

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

P2L is funded through AIDP Community Schools Grant.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, a minimum of 5 informative academic communications will be shared with parents and documented.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Multiple literacy assessments including running records and phonics skills assessments and NYS test scores are used to identify students in RTI tiers 2 and 3.	Guided reading, individualized conferring, strategy groups in reading and writing, small group systematic multi-sensory phonics instruction,	Small group instruction, 1:1, tutoring	During the school day and after school
<b>Mathematics</b>	Multiple math assessments including end of unit assessments and exemplars assessments and NYS test scores are used to identify students in RTI tiers 2 and 3.	Strategy groups, individualized instruction and conferring	Small group instruction, 1:1 conferring	During the school day and after school
<b>Science</b>	End of unit assessments and NYS test scores are used to identify students in RTI tiers 2 and 3.	Content area focus through literacy instruction	Small group instruction	During the school day
<b>Social Studies</b>	Multiple non-fiction literacy assessments including running records and phonics skills assessments, Expeditionary Learning writing samples are used to identify students in RTI tiers 2 and 3.	Content area focus through literacy instruction	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students are identified through teacher referrals, ODRs and other social-emotional data, observations,	Alternative recess, girls' group, boys' group, social-emotional support groups, individual counseling,	Small group, individual meetings, parent/child meetings	During the school day

	and PPT meetings designed to proactively support students and prevent the need for an IEP.	mediation, family services (CBO)		
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## Section 7: Expanded Learning Time (ELT) Program Description

### (Required for All Priority Schools)

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, 80% of students will meet their MoSL goals, as a result of intensive academic intervention.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

All RTI Tier 2 and 3 students are targeted for extended learning time.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Through our new collaboration with P2L, all students will have access to quality afterschool programming. P2L will deliver wrap-around services to augment PS15's current offerings. Our extended learning time program will include a combination of academics and hands-on enrichment that includes opportunities for social-emotional growth as students productively play and work together. Enrichment activities that foster student interaction currently include sports, arts, and gardening. P2L will survey the students and parents during the month of December 2014 to determine students' interests and will offer clubs to suit those interests. The academic portion of the ELT will be provided by PS15's classroom teachers. Students' in-class data will be analyzed and used to provide targeted intervention. Afterschool programming will be offered five days per week beginning in January 2015 and will include homework assistance.

C

**Part 2c.** Is the ELT program voluntary or compulsory?

x

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

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

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Pathways 2 Leadership is a high quality CBO with whom PS15 has partnered with through an AIDP Community School Grant. P2L will provide a wrap-around afterschool program for all PS15 students inclusive of academic, social/ emotional, arts and sports enrichment. PS 15 teachers will provide instruction to students as part of this afterschool program in grades 3-5. Mentors and tutors will provide students with homework help and academic tutoring. The site coordinator will be responsible for implementing and overseeing the program in collaboration with administration.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

As a wrap-around program, many of PS15s current program options will remain. Therefore, the resources needed include:

- P2L
- Administration
- Textbooks
- Mark DeGarmo Dancers (CBO)
- Teacher Per session ( 68 hours for soccer program, 50 hours for book club, 143 hours AIS)
- School aide overtime 415 hours

**Part 3c.** Timeline for implementation and completion, including start and end dates.

In -school afterschool programming began in October 2014 and will continue through May 2015.  
P2L afterschool programming will begin in January 2015 through June 2015.

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	x	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	x	<b>Grants</b>		<b>School Success Grant</b>	x	<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

A minimum of 70% of students will have met their January benchmark in ELA as measured by IRLA reading levels. By February 2015, the school day will have been extended to 6:00PM. At least one academic and one enrichment activity will be offered.

**Part 5b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 8: Title I Program Information

**Directions:**

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>1. A school hiring committee has been created to ensure a highly qualified applicant is selected. They are interviewed by the team and asked a specific set of questions. If they pass the first round, they are invited to return for a demonstration lesson. After the demonstration lesson, the candidate meets with available team members to reflect on the lesson. The team ensures that all applicants hold the appropriate certification for the position before they are called for an interview.</li> <li>2. Our HR director is contacted before all hires to ensure that candidates are highly qualified.</li> <li>3. To retain HQ teachers, we ensure that our school celebrates and expects collaboration and continuous learning. As professionals, teachers find satisfaction in having peers who can serve as thinking partners and opportunities to develop their practice and push their own thinking. Opportunities for collaboration are built into our school schedule through common planning time and a flexible coverage schedule that enables teachers to visit each other's classes.</li> <li>4. To further develop their practice teachers receive focused and differentiated professional development.</li> <li>5. Teachers' professionalism is honored and encouraged as they choose professional development goals to pursue in addition to the administrator's chosen goal.</li> <li>6. Increased parent involvement opportunities and CBO support for student needs will create a strong home-school partnership that will lead to a collaborative environment that ensures the retention and recruitment of highly qualified teachers.</li> </ol>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
High Quality professional development is in alignment with PS 15's SCEP goals and strategies. We firmly believe that all students can receive rigorous CCLS aligned instruction when teachers fully understand the content and can utilize effective instructional and pedagogical practices. To accomplish this, teachers participate in a myriad of professional development opportunities. To ensure consistency and thorough

understanding of practices, the principal and/ or Assistant Principal participate in most professional development opportunities alongside teachers. In addition to school level PD, CFN 203 provides professional development for teachers, paraprofessionals, guidance counselors, and administrators.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

PS 15 uses varied assessments to inform instruction, including assessment built into curricula, NYCDOE Periodic Assessments, NYS Assessments, MOSL assessments, and teacher created assessments. The process for choosing and/ or developing assessments consists of administrator and teacher team discussions to evaluate the assessment, determine the type of information it provides and its usefulness, and the dependability of the data it provides. Teachers and administrators came to an agreement on the best forms of assessment to meet the needs of the students. Teachers participate in professional development topics such as how to analyze data and how to use the data to inform instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	108,703	x	P. 13,16,21,24,29
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal			
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,194,389	x	P. 13,16,21,24,29

**<sup>1</sup>Explanation/Background:**

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) PS15 - The Roberto Clemente School

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[PS 15]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) PS15 - The Roberto Clemente School**

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

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

**Part I: School ELL Profile**

**A. School Information [i](#)**

District <b>1</b>	Borough <b>Manhattan</b>	School Number <b>15</b>
School Name <b>Roberto Clemente Elementary School</b>		

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

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

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>169</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>11.24%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	9		1	8		2	2		2	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	9	0	1	8	0	2	2	0	2	19
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	1		6	1								14
Chinese	1	1				1								3
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>19</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1
Intermediate(I)		1				1								2
Advanced (A)	2	5	1		7	1								16
Total	<b>3</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>19</b>						

**NYSESLAT Modality Analysis**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1				2
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Fountas & Pinnel and the Action100 IRLA are used to determine independent and instructional reading levels. Fountas & Pinnel is administered at the beginning and end of year, and the IRLA is used continuously throughout the year. These assessment instruments provide information about reading accuracy, fluency and comprehension that are immediately used for intervention and/or

acceleration of learning. IRLA data is available online, and allows for tracking of student progress across school years. For example, it is immediately visible that 5 out of the 7 ELL students in 4th grade experienced “summer slide” in independent reading levels and will need immediate attention to bring them back up to their June level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the 2013 NYSESLAT data 5 students scored proficient, 7 students advanced in proficiency, 7 students have maintained their same level. The levels of two students cannot be compared because of missing test scores. Overall these test results indicate a strong program and we will continue to implement our successful strategies. In addition more time will be devoted to reading comprehension, drawing conclusions, writing and task completion strategies in order to push all the students to the next level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

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

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

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

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

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

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
A licensed TESOL Teacher provides ESL instruction at P.S. 15. This instructor is well trained on the pedagogy and language acquisition needs for this diverse group of students. Instruction strategies include using a thematic or skills based curriculum approach, along with Total Physical Response, paired reading, cooperative learning activities, graphic organizers, story dramatization, role playing, puppetry and word work. The workshop reading and writing model is used with necessary scaffolding. Reading in content area of math, science and social studies is a strong focus especially in grades fourth and fifth. Expeditionary Learning Units are further explored in ESL to build background for the students and provide scaffolding to meet their needs. In all grades accountable talk is utilized to give students more opportunities to speak, thereby increasing their vocabulary. The ESL teacher models academic language and uses various scaffolding strategies so that the students’ language proficiency grows more complex. This allows students to gain confidence in reading and writing.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 We evaluate the success of our ESL program by the yearly NYSESLAT scores, state test scores, 100 Book Challenge levels and steps, F&P reading levels, oral participation and pre and post on-demand writing samples, unit content and vocabulary/spelling assessments. The success of parent involvement is measured by parent participation rates in activities such as: field trips, workshops and meetings.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 ELLs are identified by the following: First, as every new student enrolls in the public school system for the first time, their parents are required to fill out the Home Language Identification Survey. The HLIS is provided to the parents in their native language and is administered by the ESL teacher or another licensed pedagogogue. Interpreters are provided to parents who need translations. In addition to the HLIS, if the home language may be a language other than English, the ESL teacher or two other trained pedagogues, interview the student and parent to inform their decision. All HLIS are reviewed and signed by the ESL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the LAB-R within the first ten days of attendance. LAB-Rs are hand-scored at the school by the ESL teacher and if the student falls below the cut score of the LAB-R and their home language is Spanish, they are administered the Spanish LAB.:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
 Parents of new students who are identified as ELL's receive Entitlement letters in their home language. Parents of new ELL's are invited to attend a parent orientation in September. Parents sign and return a form to the ESL teacher stating that they understand the need to attend a Parent Orientation and indicate if they are able to attend on the given date. If not, they are asked to provide a convenient time. To ensure that parents attend the Parent Orientation, the parent coordinator reaches out to the parents via phone call. For parents who do not attend the Parent Orientation, the ESL teacher meets with them individually to provide the information. At the orientation, parents view the video online explaining the different programs in their native language: Dual Language, Transitional Bilingual, or Freestanding ESL. They have an opportunity to speak with the ESL teacher to review information concerning the three programs to ensure they understand the differences.:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
 If the parents choose a program that is not offered at the school, we then provide them with a list of schools that offers the program of their choice. They have the option to transfer to another school. Parents are given the Parent Survey and Program Selection forms in Albanian, Spanish, Chinese, French, Hindi, Korean, Polish, Punjabi, Russian, Haitian Creole, Arabic, Urdu, English or Bengali with translators to help them read and then sign the forms at this meeting. Our parent coordinator as well as translators, our ESL teacher, guidance counselor and principal attend this orientation and are available before and after school or via phone to help with questions and concerns our parents may have. Individual Parent Orientations are ongoing for new admits to the school. Parent Survey and Selection forms are read, signed and dated at the school during the parent orientation or in a separate meeting with the ESL teacher to ensure that the documentation is complete. The parent coordinator assists in the process and meetings.:
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
 Students who scored at the proficient level based on the NYSESLAT results receive a Discontinuation Letter in the parents preferred language stating that they are no longer mandated to receive ESL services. The students who fall under the proficient category

receive testing modifications and transitional services for two years. Parents sign and return a form to the ESL teacher stating that they understand the discontinuation of ESL services in regards to their child.

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

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

:

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

P.S. 15 also uses a pull-out program to focus on the specific needs of low performing ELLs. One period per week is used to work with specifically targeted low-performing ELLs which focuses on listening and speaking skills, command words, basic and useful vocabulary and shared readings. The ESL teacher meets two groups four times a week for 50 minutes that focus on reading skills using shared readings, word work and vocabulary and comprehension skills through non-fiction texts. The advanced group meets four times a week, which focuses on non-fiction reading and writing skills and academic vocabulary. The ESL teacher provides scaffolding for students to practice expressing themselves in written form. Students who receive ESL push-in and pull-out services in each grade are as follows: Kindergarten, 3; Bridge First Grade, 3; First Grade, 4; Second Grade, 1; Fourth Grade, 7; Fifth Grade 2.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

to promote more students talk. ELLs are more than passive observers of instruction.:

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
New ELLs who do not meet the proficient cut score for the LAB-R are also given the Spanish LAB to determine literacy in their native language. Students are also assessed in their native language on the State Math Exam if they choose to take it in their native language rather than English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Many of the lessons are taught using the SIOP Model. Following this format the lesson always has a language objective and a content objective. Every lesson ends with an assessment to evaluate the students' comprehension of the lesson, and to ensure the student has learned the objectives. These assessments will act as a running record for writing and reading comprehension and will document their achievements throughout the year. Students will also keep a writing journal throughout the year that will be assessed for growth in grammar, vocabulary, and sentence structure. This tool not only allows the teacher to evaluate the student, but it also allows the students to review their own growth. Oral language and listening will be informally evaluated daily and more formally evaluated during monthly student class presentations. The ESL teacher will create a rubric, which carefully assesses each individual student to ensure understanding of semantics and syntax. Students in grades K-5 also partake in the Action 100 reading program. Through this program students are continuously assessed through conferences with both the ESL teacher and the classroom teacher.:
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

PS 15 has 5 former ELLs. All head teachers have been made aware that these students have recently passed the NYSESLAT. They understand that although they may have passed, the academic English needed to succeed in school is still developing. Extra support with the ESL teacher will be provided where the head teacher deems it necessary. These students are also given test accommodations.

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

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

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

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

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

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

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

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

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

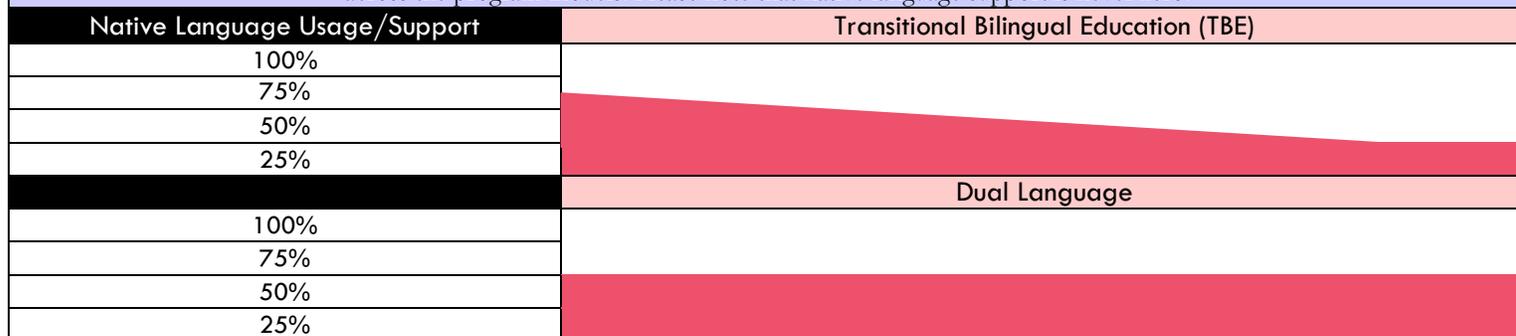
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- 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)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

Our partnerships include:

CAA

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

Provides support to families in temporary housing by:

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

LEAP

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

The Leadership Program

- Provide an array of parent workshops

Bide-a-wee Reading to Dogs,

- Serves reluctant readers with therapy dog for reading engagement

Arts for All

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

Play Rugby USA

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

NYU Dental

- Dental exams, cleaning and sealant

New York Downtown Hospital

- Kress Vision Program – free eye examinations

Blessings in a Backpack

- Weekend food to families

Asphalt Green REP

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

NYU America Reads

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

Get Ready To Learn Yoga

- Professional development and audio visual materials for implementation of classroom yoga program to provide students

with the calm alertness to prepare them for optimal learning

Mark DeGarmo Dancers

- Dance and movement afterschool and daytime enrichment

Ramapo PD

- Professional development on behavior management and strategies for student engagement

TAH (Teaching American History)

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

Rosie's Kids

- Theatre for Grade 5 students

PENCIL

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

Jewish Board.

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

Healthy Generation

- Provides PD on ways to improve overall health for the school community

- Serves as a networking source for CBO who provide healthy programs. For example, Healthy Generation connected PS 15 to Swim for Life and Move to Improve

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

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

**School Name: Roberto Clemente Elementary**

**School DBN: 01M015**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Sanchez	Principal		12/3/13
Laura Salmon	Assistant Principal		12/3/13
Lanette Murphy	Parent Coordinator		12/3/13
Rosemary Militano	ESL Teacher		12/3/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Francis Solis	Guidance Counselor		12/3/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 01M015 School Name: Roberto Clemente Elementary School

Cluster: 02 Network: 203

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

and ESL teacher help with this process.

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

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

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