

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	26Q115
School Name:	THE GLEN OAKS SCHOOL
Principal:	KATHLEEN A. SCIORTINO

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 26Q115
School Type: Community Grades Served: PreK-5
School Address: 80-51 261 Street, Floral Park, NY 11004
Phone Number: 718 831-4010 Fax: 718 831-4014
School Contact Person: Kathleen Sciortino Email Address: ksciort@schools.nyc.gov
Principal: Kathleen A. Sciortino
UFT Chapter Leader: Marc Ciprut
Parents' Association President: Anita Diana and Deepika Sehgal
SLT Chairperson: Jessica Kilcommons and Bea Leidner
Student Representative(s): NA

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718 631-6943 Fax: 718 631-6996

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: N535 Network Leader: Ellen Padva

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Kathleen A. Sciortino	*Principal or Designee	
Marc Ciprut	*UFT Chapter Leader or Designee	
Anita Diana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Grace Gomez	Member/ Parent	
Bea Leidner	Member/Parent	
Maria Vodovozov	Member/ Parent	
May Kobsa	Member/ Parent	
Jessica Kilcommons	Member/ Teacher	
Beth Callahan	Member/Teacher	
Dawn Ribadeneyra	Member/ Teacher	
Brian Milella	Member/ Teacher	
Deepika Sehgal	Member/Parent	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Mission Statement

At P.S. 115Q we ensure that all students will be College and Career Ready by the time they move on to the next phase of education by individualizing instruction to meet the needs and styles of all of learners. A collaborative school-wide analysis of data through teacher inquiry team meetings helps us to fully understand the areas of support needed to meet the varying types of learners in our school, especially the ELL's and SWD's. We utilize various methodologies to encourage student-led inquiry amongst one another, which will support critical thinking and decision making skills. In addition, we will continue to use Professional Learning Environments to enhance and grow within our instructional practices, as well as frequent observation and feedback cycles supported by "The Danielson Framework for Teaching." We will continue to include parents in the education of their children by expanding upon the parent workshops we offer, and encouraging parental involvement at every turn to support and reinforce the learning process.

-We are dedicated to closing the achievement gaps with our ELL and SWD subgroups by using various forms of student data to deeply know our students.

-We have been able to support our students through rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. Through our collaboration in our teacher teams we have modified our curricula-aligned assessment practices to hone in on targeted areas in need of improvement, and then applied that data that we have collected in order to best inform our instruction. We have aligned the use of various resources to support our instructional goals and ensure that we meet the students' needs. In addition, we have provided support for the teachers through specific feedback that is actionable following frequent evaluations informed by the Danielson FFT and the analysis of learning outcomes. We have nurtured the structures that are in place for maintaining a positive learning environment, an inclusive culture, and celebrated student successes.

-The area in which the school has shown the most growth has been in its ability to collaborate and identify trends within student learning outcomes. Through collaborative teacher team meetings the school will identify targeted learning goals that will address the individual entry points of all learners, with a focus on the ELL's and SWD's. We will ensure that rigorous instruction for all students, especially ELL's and SWD's is taking place on a consistent basis, and that small group learning is cognitively challenging for all students, and is deepening the levels of understanding .

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

-Based on our 2013-2014 School Quality Guide we have identified that our needs for closing the achievement gap among our English Language Learners, and Students with Disabilities is a focus.
 -At P.S. 115Q we ensure that teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best. Teachers ensure that unit and lesson plans are coherent and introduce complex materials to engage the students in higher-order thinking to build a deep understanding around a specific content. The school leaders and teachers developed 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.

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

By June 2015, all teachers will implement small group instruction with a focus on strategies for ELL and SWD students as evidenced by improvements in student progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>-Teachers will utilize Atlas Rubicon to ensure cohesion across grades as well as alignment to the CCLS -Teachers will use SKEDULA to input grades and track student outcomes in order to inform instruction and modify curriculum to meet the needs of every student. -Teachers use quality rubrics aligned to the Common Core to grade work and provide next steps for students. The rubrics are used within instruction for self or peer assessment during instruction. -We will continue to use Ready Gen and Go Math resources and academic tasks will be planned and refined through the collaborative analysis of student outcomes so that every child has access to the</p>	All Students	August 2014-June 2015	Principal, A.P., All teachers

<p>learning and is cognitively engaged.</p> <ul style="list-style-type: none"> -Support staff, including related service providers push-in to support learning. -Administrators schedule time for teachers to meet each week to analyze student work samples and share best practices. -The Data Coach’s Guide to Improving Learning for All Students by Nancy Love will guide the teachers toward Data Literacy by applying “The Using Data Process Framework for Collaborative Inquiry”. -Professional Learning Plan informed by classroom observations and teacher surveys. -The use of Douglas Fisher and Nancy Frey’s Gradual Release of Responsibility in order to focus instructional improvement and meet the needs of every child. 			
<ul style="list-style-type: none"> -Teacher teams in grades K-5 will analyze MOSL data, Periodic Data, or Classroom data to ensure that goal setting and small group instruction is targeted to the needs of specific subgroups. -Teacher Teams adjust curriculum maps that are on Atlas Rubicon to maximize the learning and meet the modifications for ELL’s and SWD’s. -After school ESL instruction is available for the limited English speaking students. -Teachers focus while collaboratively planning on the incorporation of Shift 6(Academic Vocabulary) within their instruction. -Push in AIS support has been provided for ELL’s from AIS teacher -ESL Pull out instruction provided by full time ESL teacher - The incorporation of the SIOP Model created by Pearson -The ESL components of READY GEN used as scaffolds to assist in the learning of our ELL students. -The SIOP Model for Teaching English Learners -Classroom teachers have a copy of “Classroom Instruction that works with English Language Learners”, Jane D. Hill and Cynthia L. Bjork -Carousel of Ideas -Leap Frog -Evan-Moor’s Daily Word Problems Math Program -Houghton Mifflin Leveled Readers -SETSS teacher to provide push-in and pull-out support for mandated and at risk students. 	ELL students and SWD’s	August 2014-June 2015	All teachers, especially ESL teacher, AIS teacher, SETSS teacher
<ul style="list-style-type: none"> -Translators are available -4 Parent workshops presented by ESL teacher in school -Open-door policy that encourages involvement from all stakeholders -Teachers are present and available during PTA meetings -PPT Meetings with administrators and SBST 	All Parents	August 2014- June 2015	All teachers, SBST, Principal, A.P.
<p>To continue to build a school culture based on trust, collaboration and respect, school leaders have an open door policy that involves all stakeholders. By creating these strong partnerships between the families, the school, and the community, we are increasing the level of learning, as well as the students’ drive for education.</p>	All parents, Principal, A.P., All teachers, Parent Coordinator,	August 2014-June 2015	Principal, A.P., Parent Coordinator, All teachers, Support Staff

Part 4 – Resources Needed

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

- Flexible scheduling
- AIS out of classroom teacher
- Full time ESL teacher
- Professional Learning revolving around strategies and modalities to support the ELL's and SWD's
- Technology
- Classroom libraries

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	Title I Basic	Title IIA	Title III	Grants
---	----------	---------------	-----------	-----------	--------

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

- MOSL Allocations
- Per Session Funds
- Title III Funding

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, through the analysis of MOSL and Periodic Data, Formative Classroom Assessments, Student Portfolios, as well as Advance ratings we will be able to track our progress toward achieving our goal. In addition we will be using STARS Data, Schoolnet Data, F&P Data, Vertical Team Data in both ELA and Math, and SKEDULA to monitor success and growth of our students.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

-Based on the School Environment Survey from the School Quality Snapshot, we have identified that 94% of the parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.
 -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. The school works collaboratively to develop teachers’ ability to use data to respond to students’ social and emotional, as well as developmental needs, so that the student not only can attain academic success, but also become socially successful.

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

By June 2015, the amount of student participation in extracurricular activities will be increased from last year’s total by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
-This year we have partnered up with Agape Debate Club, Dancing Classrooms, and Iron Will Kids -After school Robotics Program -Basketball Team -Cheerleading Team -Most students all receive one period of Media Center, Music, Science, Art, and Technology. -This year we have added a early childhood social studies program -Art Club -Student Council -Student Monitors -Student Lighting Squad -Theatre Program for Pre-K-4	All students	August 2014-June 2015	All teachers, Principal, A.P., Support Staff

-The Samuel Field "Y" Program -Assemblies on most Fridays -Chorus Program After School -Beginner Strings Program -Second Step Program			
-All teachers are trained in how to read an IEP and how to identify proper social settings for specific students. -Special modifications and support provided on a consistent basis -Hands on activities and learning to reach varying learning styles	SWD's	August 2014-June 2015	All teachers, Support Staff, Principal, A.P.
-Holiday concerts -Grade theatre performances -Parent surveys -Student surveys -Open School Night Presentations from all cluster teachers -Newsletter sent home explaining the events taking place	All students	August 2014-June 2015	Music teacher, Principal, A.P., Theatre Teacher, Parent Coordinator
The school cultivates the development of systems to create partnerships that support and sustain a safe environment and nurture social and emotional development of the students.	All Students	August 2014-June 2015	All teachers, Support Staff, Principal, A.P., All parents

Part 4 – Resources Needed

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

- Flexible scheduling of the gymnasium and auditorium
- Push-in time built in to schedule
- Violin teacher
- Dance instructor
- Theatre Instructor
- Basketball Coach
- Cheerleading Coach
- Technology Lab
- School yard

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		Title I Basic		Title IIA		Title III		Grants
---	-----------------	--	----------------------	--	------------------	--	------------------	--	---------------

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

- per session for after school activities

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.

Through parent and student surveys in February 2015, we will be able to identify if the increase in programs and activities has been successful.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

- After an analysis of our 2013-2014 Quality Review, we have identified the need to strengthen opportunities for meaningful student engagement in lessons that motivate students to reach their highest potential through high level thinking evidenced in student-led discussions.

In addition, based on classroom observations informed by the Danielson FFT we have identified component 3b as an area that needs improvement. Teacher practice is at 16% developing for this component, and the creation of school-wide discussion protocols that will involve an in depth analysis of the Listening and Speaking Standards from the Common Core, followed by the unpacking of these standards with their grade teams will effectuate growth in this area.

-Teachers provide coherent, appropriately aligned CCLS based instruction that leads to multiple points of access for all students to achieve their targeted goals. Teachers use instructional practices and strategies organized around daily unit plans to meet established student goals and promote high levels of student engagement and inquiry

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

-By June 2015, there will be a 5% increase in Highly Effective ratings in teacher practice for component 3b, Questioning and Discussions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>-The teachers engage in a Professional Learning cycle where they will unpack the Listening and Speaking Common Core Standards as grade teams to create school-wide discussion protocols to be implemented in daily instruction.</p> <p>-Teacher Team Data Inquiry Work</p> <p>-The use of Webb’s DOK, Levels 3 and 4 within their lesson plans</p> <p>-Professional Learning Plan focused on the implementation and nurturing of student-led inquiry.</p>	All students	August 2014-June 2015	All teachers, Principal, A.P.

-We have adopted Nancy Love’s philosophy of how to “Unleash the Power of Collaborative Inquiry, and have applied her strategies to enhance our Teacher Teams.			
-Vertical Teams for ELA and Math identify target populations (ELL’s and SWD’s) and analyze data collected from Grade level teacher team meetings. -Teachers create academic tasks that are planned and refined based on formative and summative assessment data to meet the needs of each child. -Teachers instruct using modeling, and create appropriate scaffolds to meet all students’ needs. -Teachers try to access prior knowledge and support the learning through outside connections.	ELL’s and SWD’s, At risk students	August 2014-June 2015	All teachers
-Parents will have access to student academic growth based on the NYC parental outreach plan for schools. -Parents have access to their students’ grades via the incorporation of PUPIL PATH.	All parents	August 2014-June 2015	All parents, All teachers, Principal, A.P.
We have devoted ourselves to providing all stakeholders opportunities to see what we are doing at P.S. 115Q by offering parent engagement workshops	All Parents	August 2014-June 2015	Principal, A.P., Parent Coordinator, All Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Common Planning Time -Teacher Team Time -Professional Learning -Common Core Learning Standards

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		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
NA									

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:				
<ul style="list-style-type: none"> 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, we will use classroom observations and the analysis of Advance, specifically teacher practice in Component 3b, we will be able to track growth within this goal. We will use the MOTP Tracker to identify percentage growth. We will provide teachers will self-reflections so that they can assess and monitor their own growth as well.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

-Based on 2013-2014 Professional Learning Plan 100% of teacher learning was conducted by administration and network support. Through the implementation of the Monday afternoon P.L. time as per the UFT contract we have surveyed the staff to assess our needs and identify areas for improvement and growth. Based on Danielson rating results we have targeted key teachers to be leaders and facilitators of various Professional Learning Topics.

-According to our 2013-2014 Quality Review, the leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement goals are achieved. In addition, school leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas.

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

By June 2015, there will be a 20% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice, evidenced by presenters listed to lead the professional learnings built into the yearly Professional Learning Plan as well as teacher team meeting agendas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>-The Principal and A.P. follow the teachings of Paul Bambrick-Santoyo and the Seven Levers to effective leadership to motivate teachers.</p> <p>-Frequent observations through the use of The Danielson FFT, followed by feedback that is specific, actionable, and time bound.</p> <p>-Administrators engage in a deep analysis of teacher practice to identify strengths for Professional Learning facilitation.</p> <p>-Grade Leaders on every team to present information and share best practices</p> <p>-Classroom inter-visitations</p>	All students	August 2014-June 2015	Grade Leaders, Vertical Team Leaders, Principal, A.P.

<p>-New Teacher Mentors meet regularly with the teacher to help with the development and growth of new teachers.</p> <p>-Mentor monthly meetings with administration to identify target areas for new teachers.</p> <p>-New teacher handbooks were created as a point of reference for new teachers.</p> <p>-New teacher meetings once a month with administration.</p>			
<p>-Professional Learning provided by ESL teacher to staff to inform instruction in the classroom and incorporate new strategies to meet the needs of the ELL's.</p> <p>-SETSS teacher facilitates P.L.'s for teachers on how to read IEP's.</p> <p>-SETSS teacher facilitates P.L.'s for paraprofessionals to identify ways to support students' growth.</p> <p>-PPT meetings to monitor students' progress</p>	<p>ELL students, and Students with disabilities</p>	<p>August 2014-June 2015</p>	<p>ESL teacher, Principal, A.P., SETSS teacher, School Psychologist, School Social Worker, Guidance Counselor</p>
<p>-Parent Engagement workshops facilitated by teacher volunteers</p> <p>-SLT meetings</p> <p>-Student Council Meetings with Principal</p> <p>-Executive Board meetings with PTA</p>	<p>All Parents, Student council members</p>	<p>August 2014-June 2015</p>	<p>Parent Coordinator, Principal, A.P., Union Rep, Teacher Members of SLT</p>
<p>To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. We exhibit professionalism at all times and model appropriate behaviors for our students. The respect we have for one another is evident in the way our teachers collaborate during Teacher Teams, as well as the way in which all staff interacts with parents.</p>	<p>All students, parents, and staff</p>	<p>August 2014-June 2015</p>	<p>Principal, A.P., All teachers, Support Staff</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-Flexible Scheduling</p> <p>-Common Planning Time</p> <p>-Teacher Team Time</p> <p>-Professional Learning Time</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title IIA</p>	<p>Title III</p>		<p>Grants</p>	
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

Part 6 – Progress Monitoring

<p>Part 6a. 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"> • 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, through attending grade team meetings, vertical team meeting, P.L.'s, Parent Engagement sessions, and surveys, we will be able to track the success and growth of the distributive leadership practices we are implementing.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

-Based on the New York City School Survey we need to improve upon the access parents have to the amount of curricula and assessment information sent home. As per the 62% of families showing satisfaction when asked the question, “My child’s school keeps me informed about what my child is learning,” we identified a need to improve our capabilities to do so.

-Our email distribution list is updated on a consistent basis so the parents can stay connected to the school and to make them aware of upcoming events that are taking place. Our PTA turnout has increased since last school year and we have improved teacher attendance by scheduling one grade per month to be in attendance. In addition, we work in conjunction with the Samuel Field “Y” Program which occupies our building after school hours, and provides academic and social support and intervention.

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

By June 2015, the school will increase the frequency with which student performance information is shared by 50% through the incorporation of a new communication system that shares the student data with families through push notifications and email alerts.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>-Pupil Path</p> <p>-Following the teachings of Karen Mapp and Anne Henderson’s, “Beyond The Bake Sale, The Essential Guide To Family School Partnerships”</p> <p>-Parent Coordinator takes part in City led trainings and turnkeys the information to the parents about new initiatives.</p>	All Parents	August 2014-June 2015	Principal, A.P., All teachers, All Parents, Parent Coordinator, PTA
<p>- The SIOP Model for Teaching English Learners</p> <p>-Carousel of Ideas</p>	Parents of students	August 2014-June	Principal, A.P., ESL Teacher, SBST,

-Leap Frog -Evan-Moor's Daily Word Problems Math Program -Houghton Mifflin Leveled Readers -Annual Meetings to update goals and monitor progress	with special needs, as well as parents of ELL's, SBST, Classroom teachers of students with disabilities, and ELL's	2015	SETSS Teacher
-Parent Surveys -PTA Meetings where students receive Student of the Month Certificates -Open School Week -Open House Night -Middle School Articulation Night -Robo Call -Monthly Calendar -Notices and Translators are available in multiple languages - Parent Engagement Workshops revolving around parent interests -Parent Coordinator, teacher, and administration email contact.	All Parents	August 2014- June2015	Principal, A.P., Parent Coordinator, All parents, All teachers
To continue to build on and support a school culture based on trust teachers will provide parents with information regarding their students' progress in a timely manner as per the NYC parent engagement plan established this year. They will have Tuesday afternoons to reach out to the families of their students.	All parents	August 2014-June 2015	Principal, A.P., All teachers, Support Staff, Parent Coordinator

Part 4 – Resources Needed

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

- Funds to purchase Pupil Path
- Tuesday afternoons for teachers to input grades
- Professional Learning about the program

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		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

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

PTA Funds collected through fundraisers.

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, we will observe parent engagements taking place on Tuesday afternoons, as well monitor the use of Pupil Path to track the trends in usage.

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -Teacher Observations -Student Conferences -Formative Classroom Assessments -PBA's -State Tests -MOSL Data -F&P Data -Periodic Assessment Data 	<ul style="list-style-type: none"> -Guided reading and guided writing -Repetition and repeated practice -Reader's Theatre -Teacher modeling -One-to-one conferencing -Group based research projects -Annotation of Text through close reading 	<ul style="list-style-type: none"> -Small Group -Push-in support -AIS after school -Pull out by SETSS Teacher 	<ul style="list-style-type: none"> -During the School Day -After School for 8 weeks
Mathematics	<ul style="list-style-type: none"> Teacher Observations -Student Conferences -Formative Classroom Assessments - State Tests -MOSL Data -Critical Performance Based Tasks - Periodic Assessment Data 	<ul style="list-style-type: none"> -Repetition and repeated practice -Teacher modeling -One-to-one conferencing -Visual Representations -Scaffold the instruction -Use of manipulatives 	<ul style="list-style-type: none"> -Small Group -Push-in support -After School ESL -Pull out by SETSS Teacher 	<ul style="list-style-type: none"> During the School Day -After School for 8 weeks
Science	<ul style="list-style-type: none"> Teacher Observations -Student Conferences -Formative Assessments -Summative Assessments 	<ul style="list-style-type: none"> Guided reading and guided writing -Repetition and repeated practice -Teacher modeling -One-to-one conferencing -Group exploration and discovery 	<ul style="list-style-type: none"> -Small Group -Push-in support -After School ESL -Pull out by SETSS Teacher 	<ul style="list-style-type: none"> During the School Day -After School for 4 weeks
Social Studies	<ul style="list-style-type: none"> Teacher Observations -Student Conferences -Formative Assessments -Summative Assessments 	<ul style="list-style-type: none"> Guided reading and guided writing -Repetition and repeated practice -Teacher modeling -One-to-one conferencing 	<ul style="list-style-type: none"> -Small Group -Push-in support -After School ESL -Pull out by SETSS Teacher 	<ul style="list-style-type: none"> During the School Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -Re-occurring Behavioral Issues -Parent Requests -Parent Concerns -Teacher Observations and Anecdotal Notes -IEP Mandates -Student-to-Student Social Interactions 	<ul style="list-style-type: none"> -Scheduled Meeting Times -SAPIS Program -Respect for All Program 	<ul style="list-style-type: none"> -Small Group -One-to-One Counseling -Classroom Lessons 	<ul style="list-style-type: none"> -During the School Day, Before school
---	--	--	--	---

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

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).

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.).

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.

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

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

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 CEP 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)

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. **[P.S. 115Q]**, 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. **[P.S. 115Q]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

[P.S. 115Q], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: PS115Q	DBN: 26Q115
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The instructional Title III Program is the E.S.L. Geocaching after-school Program. One certified E.S.L teacher, using English as the sole language of instruction, teaches the program. It's offered to all ELLs in grades 2-5 (about 20 students). The duration of the program is 40 sessions at two hours a session twice a week (Wednesdays and Thursdays) starting in November 2014 and running until early May 2015. Occasionally, on Wednesdays and Thursdays, the only operational after-school program is the Title III program; therefore, a supervisor needs to be in the building. To meet the different needs of our ELL's we will categorize them by grade and level of proficiency of the English language. There will be 2 groups and each group will be seen for 20 two hour sessions.

The focus of our Language Instructional Program will incorporate a thematic approach entitled "Building Geography." This after-school program will provide "Direct Supplemental Instruction" and go above and beyond the core program for our ELL student population. This Academic Intervention for our ELL's will reinforce second language acquisition with activities that are hands-on projects connected with rigorous reading and writing pieces. The activities are geared to strengthen independent reading, build fluency in content areas and expand reading and writing experiences. This year we will continue to expand the geocaching program by focusing on analyzing, making inferences and evaluating different graphs and maps. We will also take a class trip to The Hall of Science to investigate and explore hands-on experiments. The students will then write an authentic writing piece about their experiences at the Hall of Science. To emerge ELLs and have them grow as writers and speakers bridging language and culture in a non-threatening environment, the ESL teacher will differentiate and scaffold instruction based on the students level and needs of the core subjects. This program is a fully hands-on program that integrates various learning standards in the academics of science, math, reading and writing. Students will encounter teamwork and management skills providing a well-balanced and comprehensive array of language activities that support the academic, social and emotional development of ELL children in the 21st Century.

This year we will purchase language development material that will be utilized only during the Title III after-school program. All material will be locked up when not being used in the Title III after school program. The material purchased will be grade and skill specific, and on different proficiency levels. The materials purchased will benefit students to encounter extra enrichment in building reading comprehension, vocabulary, grammar, usage, word study skills, mathematical concepts, solving word problem, writing skills and map skills. All of the material purchased is in alignment with the Common Core State Standards. We will purchase "Vocabulary Links", "Practice Exercises in Basic English and Math", "Step by Step" "Hot Dots Reading Comprehension" and "Map Skills". In addition, we will purchase AA batteries to use in the G.P.S.'s and AAA batteries to use in the "Hot Dot" pens during Title III ESL after school. We will also purchase a subscription to IXL.com which is a skill and grade specific program which

Part B: Direct Instruction Supplemental Program Information

enriches students mathematical computation and reasoning and building the mechanics of the English language.

It is our sincere expectation that, with this program, our ELL students will learn skills in literacy, math, mapping, technology, science, and socialization. The rationale for the selection of the programs/activities comes directly from our C.E.P. Our objective, in the C.E.P., is to provide innovative strategies for ELL students, which encourage their improvement in academic achievement.

Part C: Professional Development

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

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

Begin description here: During the months of October, November and December of 2014 and January of 2015 on Mondays after-school from 2:50 P.M. to 3:50 P.M. professional development opportunities will be offered to all staff members who serve ELL's and former ELL's. The ESL teacher will present 6 grade specific workshops (3 workshops for Kindergarten, First and Second grade and 3 workshops for Third, Fourth and Fifth grade). One workshop will focus on "NYSESLAT Best Practices". This workshop will help classroom teachers learn what each modality (Speaking, Listening, Reading and Writing) contains and strategies to implement to improve the ELL's performance in the classroom. The second workshop will focus on "Using Technology with ELL's". This workshop will introduce helpful language based websites for ELL's and other electronic devices, which ELL's benefit from. The third workshop will focus on "Scaffolding Instruction for ELL's". This workshop will provide teachers with ways to implement scaffolding classroom instruction and independent activities.

Part D: Parental Engagement Activities

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

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

Begin description here: For all ELL parent workshops, parents are notified with a translated letter (if available) inviting them to attend the workshop. They are asked to fill in the tear-off if they will or will not be able to attend the workshop. In addition, translators are available during the workshops. The ESL teacher will have 2 parent workshops for parents of ELLs. In December 2014 the ESL teacher will present and model how to use the ixl.com website to increase English language learning in math and language arts, at home and after-school. In January 2015 the ESL teacher will discuss the NYSESLAT

Part D: Parental Engagement Activities

and the different skills in each modality of the exam. To be proactive, parents will also be informed of various websites to assist them in building knowledge of ELL resources. In February 2015 the ESL teacher will hold a workshop on how to build fluency in Listening, Speaking, Reading and Writing skills. The parents will encounter hands-on activities in which they will be able to utilize at home with their children. Different parent handbooks will be purchased to assist parents to build their child's speaking, listening, reading, writing and math skills. The ESL teacher invites all ELL parents that have children attending the Title III after school program to the last session of the program (Session 1: January 29th, 2015 and Session 2: May 7th, 2015). They will be instructed by the ESL teacher and their children on what they learned about Geocaching. In addition, they will get hands-on experience with Geocaching and finding an actual cache (a hidden treasure) using a G.P.S. or cardinal directions. Doing so will create conversations among the parent and their child on different aspects of Geocaching. This will also build and expand the parent and child relationship where the child teaches the parent about Geocaching. The parent and child have mutual admiration. In addition, parents are invited to attend the experience of exploring the Hall of Science in June 2015.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7120.00	40 sessions x 2 hours each session x 1 teacher (\$50.00) = 4,000.00 20 planning hours x 1 teacher (\$50.00) = \$1000.00 20 sessions x 2 hours each session x 1 supervisor (\$53.00) = \$2120.00
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3880.00	-IXL.com (Math and English Mechanics Services) @ \$349.00 -Continental Press Material: Vocabulary Links, Practice Exercises in Basic English and Math, Map Skills and Reading for Comprehension Readiness @ \$1889.10

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		-Hot Dots Reading Comprehension (\$256.02) -Parent Handbooks @ \$429.90 Projects Material (batteries and hands-on material) @ \$955.98 -
Educational Software (Object Code 199)	_____	_____
Travel	\$200.00	Exploration of the Hall of Science 1 Trip@ \$200.00
Other	_____	_____
TOTAL	11,200	11,200

**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 26	Borough Queens	School Number 115
School Name The Glen Oaks School		

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 Kathleen A. Sciortino	Assistant Principal Gregory Filippi
Coach	Coach
ESL Teacher Danielle Keller	Guidance Counselor
Teacher/Subject Area Maria Cavas	Parent
Teacher/Subject Area	Parent Coordinator Kevin Burke
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	639	Total number of ELLs	36	ELLs as share of total student population (%)	5.63%
--	------------	----------------------	-----------	---	--------------

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	3	3	3	3	3	3								18
SELECT ONE														0
Total	3	3	3	3	3	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	32		5	4		2				36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	0	5	4	0	2	0	0	0	36
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	0	2	1	2	1	2								8
Chinese	1	1	0	1	0	0								3
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	1	0	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	3	4	1	0	1								10
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	3	4	1	0	3								13
TOTAL	5	10	9	5	1	6	0	36						

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)	2	0	0	0	0	1								3
Intermediate(I)	1	3	3	2	1	1								11
Advanced (A)	2	7	6	3	0	4								22
Total	5	10	9	5	1	6	0	36						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2						2
4	2				2				4
5	4		2						6
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					5				5
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.
P.S. 115Q uses MOSL Performance Assessments and New York City Periodic Assessment which are assessment tools that are useful in strengthening every student's individual needs. The school leadership and teachers use the results of these assessments to differentiate instruction and assist students in having achieved a one-year gain. For grades 3-5, we will utilize MOSL Baseline NYCP Assessment tool

to build-up students' academic skills. These assessments are used to pace appropriate instruction. For grades 1-4, we will utilize "Ji Ji" ST Math by MIND Research which is a researched based math assessment. This tool helps students improve making connections with different math concepts. For grades 1-5, we implement Accelerated Reader to build students reading comprehension skills. To assess the early literacy skills of ELLs we implement Fountas and Pinnell Baseline Running Records. Teachers use these assessments to see what level of independent skills reading they are on in relation to what level they need to be on in specific grades. In addition, for grades K- 2 we will utilize Waterford which is a researched based assessment tutorial tool to improve students reading, writing and keyboarding skills. It provides an innovative continuum of instruction tailored to each students needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After evaluating the LAB-R and the NYSESLAT, by looking at the scores of each mode for each grade, the need, across all grades is to strengthen the students' weaknesses in reading and writing skills.
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](#))
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?
 - 4 a. On the LAB-R the Kindergarteners scored higher on the listening and speaking subtests, than on the reading subtest. On the NYSESLAT, throughout grades 1 through 5, a pattern occurred. In these grades, the students scored the highest in the speaking and listening subtests than on the reading and writing subtest. In Kindergarten, First and Second grades students scored the lowest on the reading/writing subtest. In Third, Fourth and Fifth grades students scored the lowest on the reading/writing subtest. Students at the Beginner level acquire listening comprehension skills initially. As students move to the Intermediate level they gain confidence in listening comprehension and oral language skills. At the Advanced level, they acquire listening, reading comprehension and oral language skills yet they still struggle in writing conventions. The 12 students that took the Math State exam refused translations of the test in their native language.
 - b. At P.S. 115, the Periodic Assessments are used in place of the ELL Periodic Assessments. Teachers are using the results of these assessments to differentiate literacy lessons and build skills that need to be focused on.
 - c. From the Periodic Assessments the teachers are learning that repetition is needed in the following skills: reading comprehension, vocabulary and grammar. Due to these findings, we are now implementing "Ji Ji St Math and Accelerated reader as assessment tool for reading and math skills. In addition, students were given, in their native language (if available), bilingual language glossaries in math, science and social studies to help them build their vocabulary skills. In addition, the ESL teacher has independent reading books in different languages to help newcomer students.
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](#).)
After looking at data from our assessment tools (pre-assessments) and classroom assignments teachers use this information to differentiate instruction for ELLs according to the child's needs. When using the Response to Intervention with our ELLs, teachers work in collaboration to positively engage the ELLs with rigorous academic content. To ensure building their academic skills the core instruction is linked to the student's prior knowledge to make it meaningful. This will then promote academic development and academic motivation. ELLs are given different activities such as hands-on activities and the use of visual aids to build the ELLs specific skills of needed improvement. Teachers increase the amount of time during one-on-one conferencing or small group instruction to benefit their understanding of the skill or task being worked on. Progress is monitored with a post-assessment to see if the ELL has demonstrated an increase of the skill being taught. If progress is not shown teachers research other instructional options during Teacher Team meetings that might be effective and beneficial to the ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions are supported by the outcomes from the LAB-R (for new admits) and the NYSESLAT. Therefore, the ESL programs' instruction is focused on rigorous reading and writing lessons using researched based programs as mentioned.
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.).
P.S. 115 evaluates the success of our program for ELLs according to the test level on the NYSESLAT. We look at the students scale score on the speaking, listening, reading and writing subtests to see where their weaknesses are. We also look at the Fountas and Pinnell, Ji Ji St Math, Accelerated Reader, the Periodic Assessments, Waterford and the State Exams to identify what skills need to be improved.

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](#).)
There are currently 639 students enrolled at P.S. 115Q, 36 students are ELLs (5.63%). The ESL Pull-Out program at P.S. 115Q enables students in Kindergarten through Fifth grade to receive addition rigorous enrichment in reading, writing, listening and oral language. Currently there is one full time ESL teacher, Ms. Danielle Keller, who is fully certified to teach ESL Elementary Education. When new admits enter P.S. 115Q, the ESL teacher screens them for participation in the ESL program. Certified licensed pedagogues have an informal oral interview, with the parents or students, in English or if needed in their native language, when filling out the HLIS Survey. Based upon meeting the criteria of the HLIS (answering other than English on one question on questions 1-4 and two on questions 5-8), if other than English is checked off on the survey, new admits are then assessed by the ESL teacher using the LAB-R (Language Assessment Battery-Revised) within the first 10 days from their admit date. If a Spanish speaking student doesn't pass the LAB-R, the student is also administered the Spanish LAB-R within the first 10 days from their admit date. The ESL teacher also double checks who have to take the LAB-R on the RLER report from ATS which list students eligible to take the LAB-R. The ESL teacher enters the OTELE code into ATS. Then, a copy of the HLIS is made and put into the main office. Then, the original is put into the students' cumulative record folder. If students score below proficiency (i.e., beginning, intermediate or advanced level) they are then identified as an ELL. The new ELL students' parents are invited to an orientation, within the first 10 days of their child's admit date, where parents are informed about 3 different programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and make a decision of which program to enroll their child.
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.
The ESL teacher offers parent orientations at the beginning of the school year (September 2013) for all new ESL students' parents. If parents can't attend the orientation the ESL teacher calls the parents to schedule a one-on-one orientation meeting at their convenience. During the orientations many documents are discussed as well as the different programs that are available. In addition, the teacher gives a hand-out containing ways to encourage reading at home, Dial-A-Teacher and helpful ELL websites. Parents view a video that explains the three program choices they have to choose from. The video is shown in their native language if available. If their native language is not available we also have translators in the school staff that are willing to help with translation. They are given the Parent Survey Selection Form and are given the option to fill it out after the meeting or at home. As new students enter during November 2013 to June 2014, the ESL teacher schedules one-on-one orientation meetings to inform the parent of their choices.
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 [\[see tool kit\]](#).)
To ensure that parents are receiving entitlement letters the ESL teacher attaches a tear-off, with the parent's signature on it, to be returned to her stating that their child will be receiving ESL services. The tear-offs are located in the ESL binder. When the ESL

teacher distributes the Parent Survey and Program Selection the teacher documents when she sent it out and when it was returned. If it is not returned in a timely fashion the ESL teacher will contact the parents using the Translation Unit. The original copy of the survey is put into the students' cumulative folder and the ESL teacher has a copy for her records in her ESL binder. If the student is a transfer ELL the ESL teacher contacts the previous school and requests the Parent Survey.

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.
In order to maximize English language acquisition for English Language Learners they are grouped by proficiency level and grade level. Beginner and Intermediate level students are seen for 360 minutes per week, which comes out to be 8 periods a week. Two periods back to back of ESL are scheduled to amplify the rigorous English language instruction. Advanced level students are seen for 180 minutes per week, which comes out to be 4 periods a week. For new admits, the level of proficiency the child is on is discussed with parents during the orientation at the beginning of the school year, in their native language if it is available. For students that are continuing ESL services receive this information on the entitlement letters sent home, with a tear-off, in their native language if it is available. The ESL teacher has these tear-offs located in her ESL binder. This is in alignment with the New York State ESL/ELA allotted instruction time based on the students' proficiency level.

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.

Student's, who are receiving ESL services, in the spring, take the NYSESLAT (New York State English as a Second Language Achievement Test) to assess their language proficiency for the following school year. To ensure all ELLs take the NYSESLAT, the ESL teacher obtains a RLER report from ATS which lists all ELL students eligible to take the NYSESLAT. To guarantee all four components of the NYSESLAT (Listening, Speaking, Reading and Writing) are administered the ESL teacher makes a roster for each component. A certified licensed pedagogue administers the Speaking component and the ESL teacher administers the Listening, Reading and Writing components. Once the student takes a component of the exam, the ESL teacher checks off that students name on that components roster. This is done until each student has a check next to their name for each component of the NYSESLAT. On this exam, if a student scores below proficiency, they are still considered an ELL and continue the program they are taking. If they score at or above proficiency they are now considered a FELL (Former English Language Learner) and enter a general education program. The ESL teacher, Ms. Danielle Keller, administers both of these exams (LAB-R and NYSESLAT).

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. 
Currently at P.S. 115Q Freestanding English as a Second Language Pull-Out program is offered and consistently parents have been requesting the ESL program. Of this school year, on the Parent Survey and Program Selection form, 9 parents out of a total of 9 selected the ESL program as their first choice. All of the parents opted out of the bilingual program. Last school year, 12 parents out of a total of 12 selected the ESL program as their first choice. The program currently offered at P.S. 115Q, Freestanding English as a Second Language, is in alignment with all of the parent's requests and they are happy with the existing program. As per ASPIRA consent decree, if 15/20 students of the same language group in one or two contiguous grades whose program selections show bilingual education, then the school must have a bilingual education program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

P.S. 115Q has a Pull-Out E.S.L Program. Students are grouped by proficiency and grade level. We have 5 groups in total: Beginner and Intermediate grades K-2, Beginner and Intermediate grades 3-5, Advanced grades K-1, Advanced grade 2 and Advanced grades 3-5. Our ELL program breakdown by grade level is: 5 Kindergarteners, 10 First graders, 9 Second graders, 5 Third graders, 1 Fourth grader and 6 Fifth graders (total 36 students). Out of the 36 ELLs 7 students are in Special Education. 32 of the ELLs are newcomers (receiving service 0-3 years) and 4 of the ELLs are receiving services for 4-6 years.

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

The Beginner and Intermediate groups are seen for 90 minutes four times a week, which totals to 8 periods a week (360 minutes). The Advanced groups are seen for a period of 45 minutes four times a week, which totals 4 periods a week (180 minutes).

The classroom teachers who have ELLs in their class are given a schedule of the times when those students will be pulled-out for ESL services. The teachers are aware of proficiency-levels of their ELLs. In addition, they know that beginner and intermediate ELLs will be getting 360 minutes a week of ESL services (8 periods) and advanced ELL's will be getting 180 minutes a week of ESL services (4 periods). Advanced ELLs get 180 minutes of ELA instruction per week as required under CR Part 154.

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.

In our ESL program instruction is only in the English language to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, puppetry, music, repetition, visual aids, Total Physical Response and Choral speaking. All ELLs receive 25% support of their native language with the use of different language glossaries in math, science and social studies, different language dictionaries and different language independent reading books. Multiple interactive English language development researched based programs are used such as Carousel of IDEAS, Leap Frog's Language First and Rosetta Stone. Carousel of IDEAS is an age-appropriate multileveled program of ELLs that is used for group instruction. It has research-based readings and language skills instructed together with innovative strategies for ELLs to encourage academic achievement. The Leap Frog's Language First program is implemented by using engaging audio, text and activities to motivate students to interact and learn the English language. Individual students and small groups use this program. The program matches students to just-right text, motivates students to read independently and teaches reading strategies. The Rosetta Stone language-learning program is utilized by immersing students into the English language with building vocabulary, syntax, grammatical forms and language learning strategies. This program is used for both group and one-on-one instruction. The topics for instruction are based on what classroom teachers are implementing in content areas within alignment of the Common Core Learning Standards. What is also implemented

in instruction are specific skills students need to improve based on data from authentic assessments. To meet the demands of the Common Core Learning Standards students will perform multi-step tasks that require high-order thinking which are in alignment of the CCLS. During these tasks students will learn to make connections to texts, use prior knowledge, indulge in accountable talk, use of thinking maps to create authentic writing pieces and make inferences. Some tasks will be done in small groups where students will learn to solve problems by collecting, organizing and analyzing data. Rigorous tasks will end in a published product such as a report, an essay, response to literature, a presentation or a project.

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

We assess Spanish ELLs in their native language only when they enter the ESL program. They are administered the Spanish LAB-R, if they didn't reach a proficiency level on the English LAB-R, to see how fluent they are in their native language.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year ELLs participate in listening, speaking, reading and writing classroom assignments and assessments in their classrooms' and the ESL classroom.

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).

We do not have any SIFE students this current year but if we did we would also have them attend a small group period. During this small group period, students encounter differentiated instructions in tasks using visuals and hands on activities to promote confidence in their academics of English language. They will also participate in Extended Day, Title III ESL After-School, AIS Math and ELA After-School, and any other After-School programs designed to improve performance in ESL, ELA and Math (pending the budget). They are also paired with other students that can help them with specific skills in reading and writing.

When a Newcomer enters the school they are immediately (within the first ten days from their admit date) tested in the LAB-R and placed in the parents selection choice or ESL program according to what level of proficiency they tested. ELLs are also partnered with another student that speaks the same native language as them. This is done so they are not overwhelmed by the cultural shock. In addition, many visual aids are used to elicit language development such as enrichment vocabulary building hands-on activities, using reading and writing rods and books on tape. They also participate in Extended Day, the Title III ESL After-School and any other After-School programs offered. All letters for these programs are translated into their native language (if available). To prepare them to take the ELA testing the teacher reviews practice test so students are aware of what the test will look like. They are also taught different test taking strategies to use for reading comprehension and writing responses. Students are also encouraged to attend AIS Math and AIS ELA After – School for extra help in taking the state exams.

ELLs receiving service 4 to 6 years in the ESL program are placed in small groups and instruction is differentiated according to the students specific needs to improve their language development based.

If an ELL is in the ESL program for a long term (beyond 6 years) they will receive an extra period of ESL of small group instruction. During this extra period they will receive targeted instruction on improving their reading and writing skills. Throughout their regularly scheduled ESL classes they will be paired with other students that can assist them in improving reading and writing skills.

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?

We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. The grade-level materials we use are researched based program such as; Leap Frog's Language First -Read All About It Program, Learning Well Reading Comprehension Program, Hot Dots and Building Skills Puzzles. These programs include hands-on language activities using academic content. The Leap Frog's Language First "Read All About It" program is motivating students to learn about non-fiction age- appropriate topics and building their language skills. An innovative way to build reading comprehension skills such as inferencing, main idea, sequencing, cause and effect, following directions, logical reasoning and predicting outcomes we implement the Learning Well Reading Comprehension board games. To encourage students to work independently on building their language skills we use the "Hot Dots" program. There are phonics flash cards with the following topic; vowels, variant vowels, consonants, blends and digraphs, reading readiness and word families. In addition, there are reading comprehension cards such as: getting the main idea, noting and recalling details, drawing conclusions and predicting outcomes, using context clues, finding the

sequence, finding cause and effect and making inferences. The Basic Skills Puzzles are a fun and effective way to improve reading and language skills. This hands-on puzzle motivates students to learn homophones, homonyms, irregular plural nouns, antonyms, the alphabet, rhyming words, compounds, consonant blends and digraphs and silent consonants.

We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. This engages students with hands-on materials, visuals and rhymes to build problem solving skills.

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELLs that are identified as having special needs as to hearing, visual, behavioral and learning disabilities are taken into account in the ESL classroom. Students with hearing and visual impairments are given preferential seating to accommodate their special needs. Students that are disruptive and have behavioral disabilities are given a behavioral chart and good or bad behavior is recorded. For good behavior, the student is praised. For bad behavior, the student is asked to think about their actions and how they can improve their behavior. Students with learning disabilities are given positive reinforcement and repetition on the topic being taught with visual aids or educational learning activities. To build and improve certain skills teachers conference with the students on a one on one basis. Repetition is very important to not only learning disabled students, but to all students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

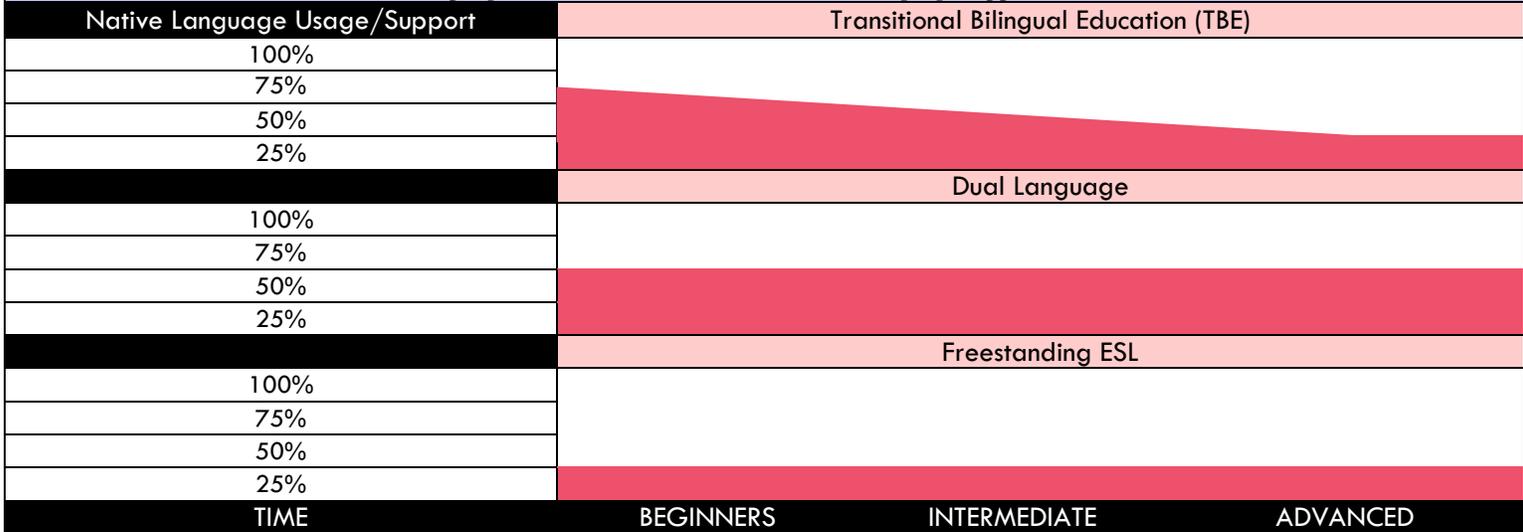
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Since ELLs are required to take all state exams after being in a NYC school for one year, supplemental services are provided to maximize performance on these exams as well as language development. We provide translators (if needed) for ELLs when taking the Math state exam. SPELL's also receive certain on their I.E.P. such as separate locations, time-and-a half, double time, directions read and reread (not on ELA exams) , questions read and reread (not on ELA exams) and answers read and reread. Teachers and students, using English, also utilize Accelerated Reader in the classroom and at home to build independent reading skills and comprehension of the English language. In the English language we conduct A.I.S. after school programs, which are offered at different times of the year. We have three different A.I.S. programs: ELA, Math, and Science. The ELA and Math A.I.S. programs are offered in the winter months and the Science A.I.S is offered in the spring months. These A.I.S. programs provide innovative strategies for ELLs to encourage their improvement in academic achievement. In addition, ELLs are also encouraged to attend Extended-Day to have extra small group instruction to build their English language skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P.S. 115Q current ESL program is effective by showing gains on the NYSESLAT, formal and informal assessments, classroom assignments in both content and language developments. We have high expectations for our ELLs in developing English language skills and to build background knowledge in content areas by using theme-based instruction to relate to their experiences. Our ELLs are motivated and take what they learned in the ESL program and apply it to all of their academic areas. The number of ELLs in a group is no more than 10 which is beneficial and effective by being able to work on individual needs. By scaffolding learning and using all the differentiated ELL reading, writing, speaking and listening manipulative ELL not only learn the language but they retain what is taught. Teachers work in collaboration reflecting, planning and sharing when an ELL made a gain in their academic areas to monitor implementation and progress.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing Waterford for K-2 to assess reading, writing and keyboarding skill, Ji Ji ST Math for 1-4 to improve math concepts, Ready Gen for K-5 as the literacy program, Go Math for K-5 as the Math program and Datacation to assist in analyzing data and having a parent connection.
12. What programs/services for ELLs will be discontinued and why?
- The programs and services for ELLs are intact except for LAS Links and Study Island due to our services expiring.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free programs. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. Geocaching After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement. The Robotics After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills (pending on funding). In addition, we have a Samuel Field "Y" After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program provides a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extracurricular activities at P.S. 115Q. We have Art, Music, Media Center and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, "The Bulldogs" and cheerleaders offered to all 5th graders.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL teacher uses instructional researched based materials in the ESL program which include Daily Word Problems, Leap Frog "Language First", "Read -It-All" books and the "Phonemic Awareness" series , Houghton Mifflin "Vocabulary Readers" and Houghton

Mifflin "Leveled Readers", Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, Reading Comprehension and Phonics Educational Insights, CAROUSEL of IDEAS, Learning Well Reading Comprehension, Hot Dots, Basic Skills Puzzles, SMART Board and Rosetta Stone programs. All of these researched based programs can be used during the ESL period for whole class, small group and individual instruction.

Evan-Moor's Daily Word Problems Math program is a frequent, focused practice of math word problem skills that are in alignment of the Common Core Learning Standards.

Leap Frog "Language First" is a multisensory program specifically to motivate ELL's in development of the English language. For the lower grades, the program has 9 different themes (Food, Animals, Nature, Neighborhood, About Me, School, Home, Travel and Helping Others) with interactive books and cartridges which students could connect text to pictures. These books come in four different levels: Level 1 Beginner, Level 2 Early Intermediate, Level 3 Intermediate and Level 4 Advanced. This program provides ample opportunities to listen to English in meaningful contexts appropriate to students' levels of proficiency. Within the books the text moves from simple to complex language structures, with emphasis on vocabulary development in contexts that are meaningful to the lives of the ELLs. It allows children to be interactive with language in print-rich environments in comfortable, engaging settings.

In addition, we have the "Read-It-All" non-fiction Leap Frog books with cartridges. It is an interactive high interest/low-level reading series. This is mainly for grades 2-5 containing 12 different non-fiction themes (Amazing Animals, Faces in Faraway Places, Mysteries of the Past, Amazing Inventions, Nature's Fury, Outdoor Adventures, Wonderful, Weird Work, It's a Mystery!, Awesome Athletes, Masters of Survival, Out-There Scientists and American Heroes. This program provides assistance in improving text to picture connection, expanding vocabulary, reading comprehension and writing mechanics.

The Leap Frog "Phonemic Awareness" series is a six-book program with direct instruction and practice with essential phonemic awareness skills. The topics that are implemented consist of Attending to Sound, Word Segmentation and Rhyming, Syllables and Onset-Rime, Phoneme Matching, Phoneme Blending and Phoneme Manipulation. This program helps all newcomer ELLs to learn to read, spell and using innovative reading strategies.

Houghton Mifflin "Vocabulary Readers" is produced specifically for children who are reading below grade level. This program is designed to experience nonfiction reading through engaging visuals, vocabulary building, oral language lessons and vocabulary expansion lesson to deepen word knowledge.

Houghton Mifflin "Leveled Readers" are geared to raise the achievement of each reader. The texts are diverse to adhere to flexible reading groups to strengthen independent reading, build fluency and expand reading experiences. It also allows students to apply skills and strategies at their own instructional level.

Getting Ready for the NYSESLAT and Beyond books are on grade levels from K to 5th grade. These books are used to familiarize students with the structure of the NYSESLAT and the ELA. It has ongoing assessment activities to measure progress in attaining English language proficiency. It also helps ELLs in grades 3-5 to have an easier transition from the NYSESLAT to the ELA test.

The Carousel of Ideas is an English language development program. It is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction together with a balance of content area readings.

The Reading Comprehension and Phonics Educational Insights programs are exciting hands-on activities that engage students in strengthening their reading comprehension and phonics skills.

The Learning Well Reading Comprehension board games is an innovative way to build reading comprehension skills such as inferencing, main idea, sequencing, cause and effect, following directions, logical reasoning and predicting outcomes.

The "Hot Dots" program is a hands-on to encourage students to work independently on building their language skills. There are phonics flash cards with the following topic; vowels, variant vowels, consonants, blends and digraphs, reading readiness and word families. In addition, there are reading comprehension cards such as: getting the main idea, noting and recalling details, drawing conclusions and predicting outcomes, using context clues, finding the sequence, finding cause and effect and making inferences.

The Basic Skills Puzzles are a fun and effective way to improve reading and language skills. This hands-on puzzle motivates students to learn homophones, homonyms, irregular plural nouns, antonyms, the alphabet, rhyming words, compounds, consonant blends and digraphs and silent consonants.

With purchasing technological instructional programs such as, the Rosetta Stone software and a SMART Board, students will have high a high success rate in learning English because of its multi-sensory approach that utilizes visual, auditory, kinesthetic and tactile modes. The Rosetta Stone program purchased is from the beginning level of the English language to the advanced level of the English language. This software is designed to teach language using pictures to establish meanings of words and phrases. Grammar, syntax and vocabulary are taught through real-life examples so students will retain the new information. The program presents new information systematically so new words or grammatical forms are easily identified and understood. The SMART Board will enhance learning through interactive hands-on lessons in listening, speaking, reading and writing in the English language. With the SMART Board, students will be actively engaged through their English language learning process.

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

In our ESL program, the student's native language is supported by learning about their language and culture as a class. Students are asked to make connections with English words and phrases to their native language. We also have dictionaries of different languages for newcomers to help assist them in learning English. In the ESL classroom we have picture cards in multiple languages to help students increase their English vocabulary by making connections in English and their native language. In addition, we have bilingual glossaries for students to use in class and to take home for math, science and social studies.

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

Required services support and resources correspond to ELLs' ages and grade levels when appropriated with their proficiency level on the LAB-R or NYSESLAT. In addition, many of the resources state which ages/grade level it is appropriate for including the CCLS.

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.

To assist newly enrolled ELLs before beginning the school year the parent coordinator gives one-on-one tours, during the summer, to assimilate new students. He also gives a folder with information of the school including the demographics, rules and regulations, dismissal times and locations and his business card.

18. What language electives are offered to ELLs?

At P.S. 115 the only language program offered to ELL's is the Freestanding English as a Second Language pull-out program where the sole language of instruction is English.

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.

At P.S.115 there is only one ESL fully certified teacher. She receives, on a monthly basis, Professional Development emails from the Office of English Language Learners. She chooses which P.D. to go to with discretion to the importance of the workshop. This year she will attend "CCLS Mathematic Institute for Elementary Teachers of ELLs" which is a six session workshop (on a waiting list). In addition, the ELL teacher is sent to ELL Professional Development Network Leaders workshops (monthly). So far she attended workshops on September 18th and October 16th. In addition, she will attend monthly PPT meetings and faculty meetings. In December and January the ESL teacher will have workshops for the content area teachers based on the information learned from the Math CCLS ESL workshop the teacher has attended. These workshops will help inform the content area teachers about the implementation of the math CCLS strategies used in the ESL classroom. In addition, content area teachers will learn alternative approaches when teaching ELLs, such as creating open-ended learning opportunities that lead to student-directed activities, critical thinking and collaboration with peers. To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school. Also the Common Core State Standards help in this transition since it scaffolds academic content skills. Professional development opportunities are offered to all school staff members during Workshops, Staff Development, Vertical Teacher Team meetings, Faculty meetings and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All new teachers have documentation in their permanent file that states they have received 7.5 hours of ELL training.

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?

In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year each grade hosts a Curriculum Orientation meeting. Parents meet with their children's teachers and are informed about what their child would be learning this year. There are also 2 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. To help the parents using these workshops we have translators available that speak Spanish, Chinese (Cantonese or Mandarin), Punjabi, Hindi, Urdu, Bengali, Arabic and Malayalam. We also promote an Adult ESL workshop offered at P.S. 26. Parents are also encouraged to attend a monthly PTA meetings and SLT members meetings. There is also an Early Learner workshop where parents are given a handbook containing reading, math and socialization strategies. The parent coordinator has a distribution email list to contact parents about up-coming workshop and vacancies on the C.D.E.C.

We have partnership with Community Based Organizations to provide services for the ELL parents. FACE and the UFT provides literacy workshops for parents to become involved in their child's education. P.S. 115 also utilizes the Over-the-phone Interpretation Services when contacting an ELL parent. In addition, we also promote parents of ELLs to attend Free Adult English as a Second Language workshops P.S. 26Q.

To evaluate the needs of the parents they are asked to fill out feedback or questionnaires. We also have parents fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. This information is entered into ATS. The parent coordinator and some teachers communicate via email about any concerns the parents may have. In addition, parents also communicate with classroom teacher through the students homework notebook on a daily basis. We also communicate with parents during parent teacher conferences, S.L.T., P.T.A. meetings, school functions such as Multicultural Day.

To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent workshops serving various purposes and needs to support education. Translators are available to help assist parents during the workshops. (Languages available are mentioned in paragraph 1) In addition, bilingual math, science and social studies glossaries are sent home in their native language if available. There are many opportunities for parents to become involved in their child's school by being part of the SLT, PTA, going on a class trip or being a class parent. Also, at PTA meetings the agenda has topics for parents to be proactive in their child's education and learn about new programs or ways to help their children do well in school. Many of the hand-outs during the PTA meetings are translated into different languages. Many parents assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. Also, during the PTA meetings we offer services to watch school age children while the parents attend the PTA meeting. We promote Dial-A-Teacher to parents and students to help them with homework issues. In addition, we encourage parents to use the ARIS parent link which shows the progress of their child's skills on the ITA's (Soon Engage NY will replace ARIS).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>The Glen Oaks School</u>		School DBN: <u>26Q115</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen A. Sciortino	Principal		10/28/13
Gregory Filippi	Assistant Principal		10/28/13
Kevin Burke	Parent Coordinator		10/28/13
Danielle Keller	ESL Teacher		10/28/13
	Parent		10/28/13

Maria Cavas	Teacher/Subject Area		10/28/13
	Teacher/Subject Area		10/28/13
	Coach		10/28/13
	Coach		10/28/13
	Guidance Counselor		10/28/13
	Network Leader		10/28/13
	Other _____		10/28/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q115 School Name: The Glen Oaks School

Cluster: CFN535 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

The student population of P.S. 115 Q is made up of different Indian, Spanish, and Asian dialects. To find out this information we looked at the data on the Home Language Identification Survey (HLIS) and on the Ethnicity Form. Every child has to have these forms on record since their first day of school. The data from the HLIS is recorded into ATS and a copy of each survey is filed in the main office to maintain whether the parent requires language assistance. To increase the level of communication forms that are sent home are translated into Punjabi, Urdu, Bengali, Hindi, Spanish, Chinese and other Indian dialects when possible. All forms have the English and their Native Language translations to ensure interpretation of the information. During PTA meetings translators are available to insure communication.

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

The 36 parents of ELL's are given a letter asking what language they prefer notes to be sent home in. The majority of the letters being translated are in Chinese, and Spanish. The ESL teacher gives each ELL student the letter in their native language.

There are 5 parents that requested notes to be sent home in Spanish translation and 2 parents for Chinese translation. The other parents requested that the notes be sent home in English. The ESL teacher insures that letters are sent home in the written translation requested. During Parent/Teacher Conferences translators of Punjabi, Hindi, Chinese and Spanish are available to help with oral translation.

Part B: Strategies and Activities

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

To translate forms to be sent home, the forms are first given to the ESL teacher. Then, the ESL teacher gives the forms to our in-house school staff translators of Punjabi, Hindi, Spanish, Arabic, Bengali, and Chinese (Cantonese or Mandarin). These forms are always given to the translators 1 week in advance to ensure timely provision of translated documents to the parents. If we need to translate a form for a much later date that form would be sent to the DOE translation unit. In addition, when forms are available on the Internet in different languages they are downloaded in the languages needed. If the languages we need are not available on the Internet, the DOE translation unit or in-house translators then we use an outside vendor for translations.

In addition, for all newcomer ELL's, the ESL teacher calls these parents (with a translator if needed) to discuss if their child will benefit from having the Math State exam orally translated into their native language. The ESL teacher also discusses this with the ELL.

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.

Teachers are provided with the Translation Unit telephone number to assist oral communication with parents in their native language. In addition, in-house oral translation is provided by school staff in Punjabi, Hindi, Urdu, Bengali, Malayalam, Arabic, Spanish and Chinese (Cantonese or Mandarin). We also use "Legal Interpreting Services", an outside contractor, to translate Math State exams for students who will benefit from the translation assistance.

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>.

At P.S. 115Q we fulfill Section VII of the Chancellor's Regulations – A663 regarding parental notification requirements for translation and interpretation services. The parents were notified by letter of the translations available in-house. New admits/transfers complete a Home Language Survey indicating the language they want to receive written communications.