

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

DBN: (i.e. 01M001):

27Q215

School Name:

THE LUCRETIA MOTT ELEMENTARY SCHOOL PS 215Q

Principal:

SUSAN RIPPE HOFMANN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary Grade 5 School Number (DBN): 27Q215
School Type: Elementary Grades Served: 5
School Address: 535 Briar Place Far Rockaway, NY 11691
Phone Number: 718 327 7928 Fax: 718 327 7804
School Contact Person: Susan Hofmann Email Address: SRippe@schools.nyc.gov
Principal: Susan Rippe Hofmann
UFT Chapter Leader: Mary Okolski
Parents' Association President: TBD
SLT Chairperson: TBD Therese Brignoni (interim)
Student Representative(s): Not applicable

District Information

District: 27 Superintendent: Ms. Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard Ozone Park, NY 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718 642-5770 Fax: 718 642-5705

Cluster and Network Information

Cluster Number: Cluster 6 Cluster Leader: Jose Ruiz
Network Number: CFN605 Network Leader: Lisa Gigoux

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)
Susan Rippe Hofmann	*Principal or Designee	
Therese Brignoni	*UFT Chapter Leader or Designee	
TBD No PA Board in Place at this time	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Miriam Canales	Member/ Parent Title I PAC Chair	
Parent Member Pending PA Election	Member/ Parent	
Parent Member Pending PA Election	Member/ Parent	
Parent Member Pending PA Election	Member/ Parent	
Staff Member Pending PA Election	Member/ Staff	
Staff Member Pending PA Election	Member/ Staff	
Staff Member Pending PA Election	Member/ Staff	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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.

PS 215Q is a school serving students in Grade 5, and is in its final year of a three year phase-out. PS 215 has a mission statement which frames its work as an independent school, and a mission statement which frames its work as members of the PS 215Q campus, which houses two schools: PS 362Q, the incoming school which serves students in grades Pre K through 4 and PS 215, which serves students in Grade 5.

PS 215's Mission Statement

It is our mission to inspire, educate and connect to each child in our school. Each child will develop into a productive member of society, fostering the qualities of responsibility, vigilance and empathy. Each child will demonstrate a love of learning and the courage to make a positive contribution in our ever-changing world.

Campus School Expectations

PS 215Q shares the campus with PS 362Q, The WAVE Preparatory Academy. We will work actively to insure the success of the students in our care, academically, socially, and emotionally. We will advocate for the equitable and respectful treatment of our students. We will continue to work to insure the families of our students are welcomed and encouraged to be active partners in the instructional program. We will work collaboratively with our campus neighbors of the WAVE Preparatory Academy PS 362Q, to support our former children, and their families, and our colleagues from PS 362Q. We will demonstrate the professional manner and collaborative support which has always hallmarked our work at PS 215Q.

As we enter our last year of the phase-out, the commitment of staff to the service of students is worthy of note. Staff range from 30 years of teaching experience to two teachers (one part time) hired less than a year ago. Staff has had a varying number of assignments across the three years of the phase-out. Despite our small size, PS 215Q has a number of initiatives and partnerships of which we are particularly proud.

Ps 215Q has begun a daily math intervention/enrichment period, during which students are grouped for instruction based on the results of formative assessments. Teachers are provided with plans for instruction which include video references which explain math process and strategies, so that both staff and students are supported in acquiring math content and strategies. Students are regrouped weekly based on this instruction, and staff and students look forward to these opportunities for student support.

There are three general education classes at PS 215Q. One class is an Integrated Team Teaching class, with two teachers, and a total of 12 students at this time. The other two general education classes, one with a licensed ESL teacher at the helm, each has an educational assistant assigned, to provide RTI and other supports to the 25 students in each. The self-contained class (12:1) has four students, one teacher, and one language educational assistant, who provides Spanish language support to the students in the class, and provides the math re-teaching instruction to the newly arrived English Language Learners who are Spanish speaking.

The school uses Achieve 3000 to provide instruction in nonfiction comprehension, which is matched to the students' level of reading, and through its usage and a weekly teacher directed lesson of material at grade level, supports students' growth in lexile level of reading. Additionally, the school has purchased i-Ready to provide differentiated support in ELA and Math, and Imagine Learning for additional support for students for whom English is a Second Language.

As part of a school-wide commitment to supporting students' development as people who are not only literate, but healthy, the school begins each Wednesday with *Workout Wednesday*, in which all of the students and staff take part in an aerobic workout, led by the Principal, a ShapeUpNYC volunteer fitness instructor. Guest leaders from the staff and students are invited to lead all or part of the workout. Parents and families are invited to take part in the weekly ShapeUpNYC Aerobics class taking place at the school on Monday evenings, as part of a partnership with ShapeUpNYC.

The school has re-started its Mighty Milers program, with a 100 mile per class goal, and an opportunity for classes to compete in spring racing, and students were addressed by Olympian Derrick Adkins about the Olympic spirit. The school was selected to be one of the 100 schools selected for the NBA Fit Dunk Program this spring. Classes take a daily "Brain Break" with *Go Noodle*, an online program with a variety of workouts.

PS 215 also has a partnership with *Move This World*, which supports students in developing a sense of community with the world, as well as expressing their feelings in a way which is respectful to others. The school has also partnered with *Playworks*, an organization which promotes inclusive and respectful fun at recess. This partnership is part of PS 215's greater focus on Personal Behavior Intervention Supports. The school's PBIS program is comprehensive, with individual student awards earned for a variety of reasons, and class Dolphin Dollars which are earned by the class as a whole, and are redeemed for participation in a series of bi-monthly special events. Each class selects a Student of the Week, who is chosen randomly. During the week, students give compliments to the Student of the Week, and on Fridays, each Student of the Week is acknowledged by the school as a whole, and given a compliment by the Principal. Students will participate in the Great Kindness Challenge in January, a nationwide program to empower students to include acts of kindness into their daily lives. Students also participate in the Daily News *Kids Care* campaign, which collects food for less fortunate students.

Students are also supported by a full time Guidance Counselor, who provides group and individual support sessions, works with students in social settings at lunch time, and is the point person for the school's attendance program.

PS 215's attendance support program includes active monitoring the daily attendance of students, with each day's percentage of attendance posted in the main office. Students are rewarded for 100% attendance individually and as classes. Students who have three, six and nine months of Perfect Attendance, as well as their parents, are invited to special breakfasts to honor their accomplishments.

Students who are identified as being in the red zone for attendance are matched with a staff mentor, and their attendance monitored regularly. The Parent Coordinator, Attendance Aide and Guidance counselor follow up with parents to insure any possible supports needed for regular timely school attendance are provided.

Students will be participating in the Young Debater's Program, in which students will learn the roles of the prosecutor and defense attorneys and trial procedures. The program ends with a cross-school competition in which students take one of the trial lawyer roles to argue a fictional court case in front of a group of lawyers at a local law school.

Students are given multiple opportunities to go on trips which extend their learning, and expose them both to the transit system and the cultural institutions of the city.

2. School strengths, accomplishments, and challenges.

One of the strengths of the school lies in the commitment of its remaining staff. Two of the teachers have been selected to participate in the Leadership in Education Apprenticeship Program, which is a testament to the capacity built here, as both staff members have spent their entire teaching careers at PS 215Q. The provision of capacity building experiences are part of each staff member's professional development plan, and the presence of two staff members now serving as LEAP interns who have been provided the opportunity to hone their instructional leadership has been seen as a source of inspiration to staff. The school's recent Quality Review identified the school's Teacher Teams as the area of celebration for the school, with the small size of the faculty making close collaboration a hallmark of work during the professional learning sessions afforded by the new UFT contract.

All of the students in PS 215 were offered the opportunity to change schools through the NCLB transfer plan. A total of four students took advantage of this opportunity. The large majority of students remained at PS 215.

As noted above, PS 215 has been selected to participate in a number of special events including the opportunity to meet author Jon Scieszka, and receiving the NBA Fit Dunk performance. Through opportunities provided on the campus, such as the visit from Olympian Derrick Adkins, as part of the Mighty Milers program, and opportunities provided by a schedule of field trips designed to strengthen the students as residents of the greatest city in the world. These excursions are paid for with school funds, and include visits to museums, and the city parks.

The challenges faced at PS 215 are in part due to its small size, the lack of feasibility of long term planning, and the issues of space created with the incoming school's possession of all but the basic classrooms, music room and the use of the library. The issues of space limit the opportunities for small group pullout work, and create at least one classroom which also houses the two interns. All planning has June 30, 2015 as the end date, and impacts access to programs for which this would be a year of building foundations.

There are additional challenges in the assignment of staff. While staff are committed to PS 215, a number of staff have limited experience in Grade 5, which makes content area support a critical need for staff. Two of the remaining nine teachers on staff were rated as *developing* in the 2013-2014 Teacher Effectiveness Framework. One teacher was identified as effective, only with the use of the data Safety Net. Two of the current classroom teachers were not rated under the new Teacher Effectiveness rubric. The school's latest Quality Review (November 14, 2014) identified as the area of growth the pedagogy in classrooms, underscoring the need for professional learning supports.

The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The key areas of focus for this school year are:

Teachers will articulate the strategies that they are using in direct/explicit instruction. Students will articulate the strategies that they are using in small group and/or independent work.

Students will improve their abilities to respond to constructed and extended response questions in ELA and in Math, with greater proficiency than they could at the beginning of the year.

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

1. 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).
2. 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.

The school's comprehensive needs assessment includes a review of student data from the 2013-2014 school year, the school's Quality Snapshot and Progress Report, the PPO from 2014, and the school's Quality Review conducted on November 14, 2014.

The Six Elements of the Capacity Framework

- 1 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.

The school is in its second year of use of Expeditionary Learning as its core curriculum for English Language Arts. Professional learning for the staff has included the integration of strategies from *Teach Like A Champion* into the literacy block and a focus on non-negotiables in literacy instruction is in place in order to better support rigorous instruction. Teachers are using Go Math for the third year, and have begun to use the online assessment portion of the program to more easily access performance data. The school uses Achieve 3000 as a supplemental literacy program, with its focus on nonfiction presented by the teacher at grade level, and worked at independently by students at their lexile level, with the program re-setting the levels as students make progress.

Performance data from the 2013-2014 New York State ELA exam and the NYS Math denote a need for continued development of the staff in the provision of rigorous instruction. The school's adjusted growth percentiles dropped significantly from 2013 to 2014. Looking at the median adjusted growth percentile, in ELA, the school went from 59% of the city range to 17%, and in math the school went from 39% of the city range to 7% of the city range (as noted in the school's quality snapshot).

The school's ELA average proficiency was at 21% when compared to schools throughout the city, and at 18.1% of the peer range, and the school's average math proficiency was at 13.3% when compared to schools citywide, and 5.7% of the peer range.

Growth percentiles were equally low, with a median ELA adjusted growth percentile of 14.2% (peer range) and 14.4% (city range). The math median adjusted growth percentile was at 7.0% in the peer range and 7.6% of the city range. The ELA median adjusted range growth for students in the lowest third was 18.9% (peer range) and 24.0% (city range). The math median adjusted growth percentile the students in the lowest third was 0.0% (peer range) and 8.1% (city range).

There were two tested grades in 2013-2014. Data is summarized in the table below. It is clear that for both grades, student performance is below that of students in the same grade citywide. Data across subgroups represented by the students of PS 215Q show that performance is varied among the subgroups, grades and subjects tested. In Grade 4, there were a higher number of newly arrived English Language Learners, and these students all took the NYS Math test, while all were exempt from the ELA exam. A review of the data does show in the School's Quality Snapshot, that there was excellent growth made by Special Education students in ELA, and excellent movement of students with special

needs to less restrictive environments.

A review of the item analysis data shows that in both the ELA and Math exams, the areas of greatest and most consistent student weakness is in the area of constructed and extended response questions. Students were unable or only partially able to answer these types of questions across subject and standard.

In the Principal Performance Review visit in late spring and in the most recent Quality Review (November 14, 2014), the need for improved pedagogy was noted, with a score of developing for this area in each of the review documents.

The School Quality Snapshot showed 67% of parents responding to the Learning Environment Survey as satisfied with the education that their child has received, where the district average is 93%, and 75% of teachers responding to the survey agreed that the leaders of the school placed a high priority on the quality of teaching, where the district average is 90%.

It should be noted that there was a significant turnover in teachers throughout the year during the 2013-2014 school year, with six of the eight classes not beginning and ending the year with the same teacher/teacher team in place. Additionally, the nature of the phase-out and the connection to staff seniority in determining who would remain and who would be in excess impacted the instructional program, and created challenges for teachers. The chart below shows the staffing across the three years of the phase-out.

The priority needs that will be supported by this goal are: the need for teachers to provide instruction that is rigorous and aligned with the Common Core, specifically that teachers will identify and articulate the strategy that they are teaching, so that students can articulate the strategies they will use in small group and independent work, the need for teachers to engage in professional learning that will enhance their understanding of rigorous instruction and the use of assessments to insure that students are mastering the content of the units of teaching.

2 Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

PS 215 has established an environment with a number of supports for students which positively impacts classroom and school culture. The school's PBIS program includes both individual and class rewards. Students look forward to the class earned activities. As of November 30th, there were 19 occurrences reported, most of which took place during recess, with only one incident being a level four infraction. There were 27 occurrences by the end of November 2013, with 10 of the 27 level four infractions. There were 30 occurrences by the end of November 2012, with 17 of these level four infractions. There are a number of supports which have been targeted to address the level of occurrences. Central to these is the work of the school's Pupil Personnel Team, which meets weekly to review data and develop BIPs and other supports for colleagues and students. The school employs a full time guidance counselor to insure that there are group and individual supports for both students and adults in need.

The school has once again partnered with Playworks, an organization dedicated to involving students in safe and inclusive play at recess. The school's earlier collaboration with this group led to a substantial drop in the number of occurrences during the 2010-2011 school year. Most of the trained staff have moved on to other assignments over the course of the phase-out. Training will take place in January of the coming year to support this work.

The school has focused on the improvement of attendance over the last few years. The number of students in the red range (below 92%) has dropped each year for the last three years. For the 2013-2014 school year, the school's overall attendance was at 94.2%, and as of the end of October this year, the school's rate of attendance is 95.9%. Students whose attendance is in the red list range are matched with staff mentors who follow up with their attendance, provide check ins and support. The parents and students are given incentives for periods of perfect attendance and for improved attendance. The monitoring of daily attendance and school outreach are particularly important in determining needed supports, and these efforts are ongoing. The school's small register means that the individual absences impact the school's total much more than in larger schools. It is critical to insure the best possible attendance.

The school's plan will focus on providing opportunities for students to work and play together and engage in experiences which will help them to bond over shared experiences, so that they build a foundation of positive and supportive experiences. This includes the workout Wednesday, Mighty Milers and Field Trips, as well as the PBIS celebrations. Attention will be paid to patterns of attendance and to supports given to students who are not regularly attending school.

3 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.

The school's small size insures that teachers work closely together to support professional growth and learning, and the work of teacher teams has been noted as an area of celebration by the Quality Reviewer on her November 14th Quality Review.

Based on the needs assessment identified in Part 1 above, there is a strong focus on professional learning for our teachers. Teachers received copies of *Teach Like A Champion* and its Field Guide, as well as copies of *Teach Like A Pirate* to support their selections of strategies within the classroom. Staff is in need of professional support in the content and process of math teaching, and the school has partnered with Go Math to provide days of professional learning. Teachers also have work prepared for their use with the daily math intervention and enrichment groups. Each week's lessons include videos of the strategy/concept in action, to support both students and staff in understanding the practices which are positively impactful on math learning, and to insure their understanding of grade level math. Teachers have been engage through the weekly professional learning periods on topics tied to their stated needs and the reflections on their practice. Staff is also part of the Interschool Teacher Development Initiative, and the two LEAP interns work alongside the school's secondary evaluator to provide ongoing feedback and support to teachers.

4 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.

The principal is an experienced school leader, who has remained with the school through its periods of peak performance (PS 215Q was identified by New York State as a Rapidly Closing the Achievement Gap School 2004-2005, 2006-2007, and received A and B on the first School Report Cards) and through the phase-out process. The principal is an active participant in ongoing professional learning to support her own growth, working as part of School Leaders Network for the past six years, serving as District 27 Executive Board Member of the New York City Elementary School Principals Association, the professional development organization for principals. As part of her work, the principal has participated in numerous professional development opportunities including attendance at the National Elementary School Principals' Conferences for the past six years.

The school is fortunate to have the support of two administrative interns, who are staff members selected to be part of the Leadership in Education Apprenticeship Program. The commitment of these two staff members to take on leadership roles in the school is a testament to their own strong professional abilities and are a support to all staff which is based on a history of collegial and collaborative relationships, and multiple opportunities to build professional capacity taking place across time in the school.

Working with the school's Lead Instructional Team, the various Children First and Transition Support Networks, Central DOE Resources such as SWDELLs, and Health and Physical Education, and a number of Professional Support Specialists from Reading First, Go Math, Expeditionary Learning and Playworks, opportunities were and are provided to support rigorous instruction, develop the repertoires of staff to understand the instructional shifts, use appropriate materials and strategies to support students, and to create leadership capacity among staff. There were opportunities provided which were specific to individual staff needs and interests, and staff have been provided with resources such as Teachboost to capture information about their professional work. All staff have iPads with keyboards, so that they may make use of applications to support their own professional learning (such as the use of Teaching Channel, School Tube and Vimeo).

Planning, budgeting, and collaborating with school teams, the school has put the PBIS program into place, so that as individuals and as groups, students have been provided with access to Positive Behavior Supports.

There are a number of ways students earn recognition, including the *Student of the Week*, *Students of Distinction*, Achieve 3000 High Scorer of the Week, Mighty Milers, and Student Service. The school has the supports of a full time guidance counselor, so that both mandated and at-risk counseling are in place for students, and parents are supported with their needs. The school has purchased uniforms for any student in need, and through the outreach of the attendance committee, parents are supported in seeing that their children are in school regularly.

The school's survey indicates, however, that 67% of parents responding to the School Survey stated that they were satisfied with education that their child received, as compared to the district average of 93%. 20% of teachers would recommend this school to parents, as compared to the district average of 80%. 75 % of teachers agree that leaders of this school place a high priority on the quality of teaching, as compared to the district average of 90%. These responses indicate that there is more to be done to communicate information about the school's programs to parents and to surface with teachers how their understandings of priority on high quality instruction is surfaced. There is a question about the impact of the school's status as a phase-out school in terms of the responses of staff as to whether or not they would recommend this school to others.

5 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.

PS 215 has identified programs and practices which support students and their families. Through the work of the Parent Coordinator, workshops on programs and resources are part of a monthly calendar, sent to families in both Spanish and English, as is all correspondence. The school's website has links to Engage NY, Common Core Ready, and other parent resources. The school has in the past, and continues this year to partner with Achieve 3000 and Go Math to provide parent access to programs to help parents with their understandings of Math and ELA. The school's Parent Coordinator speaks Spanish and English fluently, and is a ready resource for parents. The school's guidance counselor is available for parent supports in terms of consultation about school issues, and/or the completion of the middle school application process. The school has a partnership with Compass/OST (formerly Safe Space) providing an afterschool program for parents. The school provides an evening ESL and GED program on Monday and Wednesday evenings. In partnership with ShapeUp NYC, there is a weekly low impact aerobics class in place for families. The Rockaway Resiliency Project, which is part of the Compass/OST program, has family and student counseling services for students in need, and is housed on the third floor of the school. PS 215 staff have begun a *Coffee and Curriculum* morning, twice a month, in which parents get to share coffee, watch a video which can later be viewed at home, and engage in an activity which mirrors the Common Core Learning Standard aligned work in which their children are engaged.

As part of the school's focus on improved attendance, parents are provided with outreach for support from school staff and the attendance teacher. Parents are provided with opportunities for award and acknowledgement regularly through the year, as part of the school's attendance incentive programs. Parents of Students of Distinction are honored monthly. Parent needs are determined in part through surveys.

Families are welcomed to visit their children's classrooms, and the opportunity to be part of special events such as the school's Thanksgiving feasts, and class trips. The school sends home progress reports at approximately six week intervals and teachers engage in one on one conferences where needed and requested.

The school uses School Messenger to send phone messages about school events and calendar items. The school has just begun the use of "remindme", which allows parents to receive school information as a text message.

One significant challenge the school has is in getting more parent attendance at school events. The small number of families is one challenge, and the school has made repeated attempts to elect a Parent Association Executive Board. The last scheduled date was impacted by poor weather, and the school looks forward to the election taking place soon.

6 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 use of the selected programs, in combination with the opportunities for professional learning, collaborative planning, the focus on student learning and development of parent engagement activities, coupled with actionable feedback support the building of trust in the school.

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.

Teachers at PS 215 will articulate the strategy which is being used in explicit instruction for each Expeditionary Learning and Go Math lesson, and students will articulate the strategy which they are using in independent or small group work in 90% of lessons observed by the administrators or Lead Instructional Team.

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	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>
1a. The staff will use Expeditionary Learning as the Core ELA , Go Math as the core math, Achieve 3000 as the supplemental ELA , and Fountas and Pinnell Leveled Intervention as the Guided Reading instructional programs. All are research based and provide rigorous instruction 1b. Purchase professional development support in terms of coaching, and leadership and structures for student engagement. Go Math, Achieve 3000, Expeditionary Learning, Playworks, School Leaders Network. 1c Plan activities for the weekly professional learning time which support teachers in developing the understandings needed to implement the identified programs, including planning and assessment use. 1d. The support of a secondary evaluator, the two LEAP interns and the principal will insure that staff is provided with regular and actionable feedback, using TeachBoost to archive the information provided to teachers from non-evaluative observations.	All staff	Sept. 2014- June 2015	School Staff including school leaders, teachers, educational assistants, LEAP Interns, CFN support staff
2a. In order to address the needs of students with disabilities, English Language Learners, Black males, and students who are economically disadvantaged: Each classroom will have more than one adult, in most classes, an educational assistant, to provide supports to students with special needs, English Language Learners, who comprise our major subgroups . 2b. The use of the programs i-Ready and Imagine Learning will provide individualized supports to students at-risk as well as those in need of acceleration. These programs will be used during Lunch and	All Staff	Sept. 2014- June 2015	School Staff including school leaders, LEAP Interns, CFN support staff

Learn additional instruction, as well as during the Friday Title III Program. A daily period of math intervention/enrichment, which has students work in flexible groups which change every week and a half based on assessment results. These strategies are expected to address the needs of students with disabilities, English Language Learners, Black males, and students who are economically disadvantaged:			
3a The school's website will include resources from Engage NY, Achieve the Core for parents' use. 3b The school will purchase Go Math Academy and provide professional development for parents so it can be used well. There will be a monthly calendar of parent professional learning, conducted by the school's Parent Coordinator and Lead Team, with topics determined by parent surveys. Parents will be invited to bi-weekly Learning Breakfasts, planned by teachers during the weekly Parent Involvement planning time.	All Staff	Sept. 2014- June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
4 Trust is being built in this area through the use of professional learning to support the development of teacher capacity, the use of programs which are individualized, the addition of extra adults to lower the student to teacher ratio, and through the provision of activities which support parents in developing their understandings of what is expected and how to be part of this work.	All Staff	Sept. 2014- June 2015	School Staff including school leaders, LEAP Interns, CFN support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Needed resources include:</p> <p>Human Resources: Two educational assistants to provide supports in the two classrooms which do not have a second adult, funding to support the two LEAP interns, and the secondary evaluator who provide feedback and support.</p> <p>Instructional Resources: Professional development contracts with Expeditionary Learning, Go Math, Achieve 3000, and Playworks to support professional learning opportunities, subscriptions to iReady, Achieve 3000 and Imagine Learning.</p> <p>Scheduling The school's schedule will be adjusted to provide time for the math enrichment/remediation groups to take place daily. Purchases of the parent support programs, as well as supplies and refreshments for parent learning. Schedules will be adjusted as needed to allow professional learning to take place, and class coverage to be provided by substitute teachers.</p>

Part 5 – Budget and Resource Alignment

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

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> <ol 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. <p>The school's Lead Team will review evidence of the use of strategies by teachers through the use of non-evaluative observations which will take place monthly, and will review feedback given to teachers. The use of student strategies will be identified through reviews of end of unit exams in Expeditionary Learning, the end of Chapter Math Exams, and</p>

through conferences taking place during the non-evaluative observations. By mid-February, all teachers will be part of a mid year conference in which they will be given an opportunity to reflect on their work in the explicit teaching of strategies and set goals for their use of strategies. Where teachers have professional improvement plans, these will be the focus of the meeting.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

3. 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).
4. 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.

The school’s academic program shows the following in response to creating a supportive environment. The school has implemented a comprehensive PBIS program, which includes both class and individual incentive programs. This program allows students to be rewarded for positive behavior choices, and includes opportunities for classes to celebrate their work and learning on a bi-monthly basis. Students have multiple opportunities to receive recognition for their work and behavior which include *Student of the Week*, during which students receive compliments from their classmates and are recognized by the school at the *Friday Morning Meeting*. Students of the Week are selected randomly, and all students will have a turn to be *Student of the Week*. The school will participate in *The Great Kindness Challenge* in January, which provides opportunities for students to complete an *Acts of Kindness* challenge. Each student can earn the right to be called a *Student of Distinction* by meeting the criteria during the course of a month. Students and their parents are honored for this achievement. Students who have 100% attendance and targeted students whose attendance improves receive acknowledgement and are part of special events (some with parents invited). Students whose attendance is below 90% are part of a program of supports to help them improve their attendance. The school has a full-time guidance counselor who provides mandated and at-risk supports for students.

The school includes many trips to cultural institutions and students have many opportunities to work and learn collaboratively.

Needs Assessment

A review of incidents shows that across the previous three school years, the number of total occurrences dropped from 237 in the 2011-2012 school year to 125 incidents in the 2013-2014 school year, with 46% of these incidents at levels 4 and 5 in severity in the 2011-2012 school year and 3 % of incidents at level 4 and 5 in severity in 2013-2014. However, 40% of teachers responded that they feel the school maintains order and discipline in the latest School Survey.

Data from the school’s latest Quality Snapshot indicates that the performance of students in both ELA and Math is substantially below the performance of students in both the district and the city. The improvement of Special Education students in ELA progress from 2012-2013 to 2013-2015 was noted as excellent in the School Quality Snapshot.

The school’s strengths in this area lie in the work being done on integrating professional learning for staff and a school-wide structure of integrating students into school wide activities such as *Student of the Week*, *Workout Wednesday*, school trips as well as the student supports in place. The work of the school’s Lead Team in providing actionable feedback and personalized supports, as well as the close collaboration of Teacher Teams, which was identified as the area of celebration in the school’s latest Quality Review, are at the core of school improvement initiatives.

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.

Students will demonstrate improvement in unassisted writing and in answering performance tasks as measured in the change in performance levels between the September and May pieces of unassisted writing and performance tasks as a

direct result of their being supported socially and emotionally.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The pieces of writing and the performance tasks are part of the school's core instructional programs, so are aligned to the work of the regular instructional units. These pieces of writing and the performance tasks will be reviewed by the teachers at the beginning of each unit, so that appropriate strategies for teaching the skills needed to address the tasks are identified, and to provide teachers the opportunity to familiarize themselves with the content and identify possible student misconceptions during professional learning time.</p>	<p>All Staff</p>	<p>September 2014– June 2015</p>	<p>School Staff including school leaders, LEAP Interns, CFN support staff</p>
<p>Staff serving students with disabilities and students for whom English is a Second Language have been taking, and will continue to take part in professional development opportunities which will strengthen their repertoire of strategies to support students with learning challenges. Students in high need subgroups who have not made significant progress, or are in need of support will be identified for additional supports, including lunch and learn groups, school recess, and Title III extended day programs. All classes have an additional adult in order to provide Academic Intervention and other supports to these struggling students. These supports will insure that students are supported socially and emotionally,</p> <p>Staff working with students during recess will be supported in providing an inclusive and accepting environment through the scheduling of the school's Guidance counselor and through the use of Playworks.</p> <p>The school's PBIS program, as well as monthly trips and Workout Wednesday will insure that students feel connected to and supported by staff.</p>	<p>All Staff</p>	<p>September 2014– June 2015</p>	<p>School Staff including school leaders, LEAP Interns, CFN support staff</p>
<p>7a The school's website will include resources from Engage NY, Achieve the Core for parents' use. 7b The school will purchase Go Math Academy and provide professional development for parents so it can be used well. There will be a monthly calendar of parent professional learning, conducted by the school's Parent Coordinator and Lead Team, with topics determined by parent surveys. Parents will be invited to bi-weekly Learning Breakfasts, planned by teachers during the weekly Parent Involvement planning time.</p>	<p>All staff</p>	<p>September 2014-June 2015</p>	<p>School Staff including school leaders, LEAP Interns, CFN support staff</p>

4 Trust is being built in this area through the use of professional learning to support the development of teacher capacity, the use of programs which are individualized, the addition of extra adults to lower the student to teacher ratio, and through the provision of activities which support parents in developing their understandings of what is expected and how to be part of this work.	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
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Part 4 – Resources Needed

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

Human Resources: Two educational assistants to provide supports in the two classrooms which do not have a second adult, funding to support the two LEAP interns, and the secondary evaluator who provide feedback and support.
Instructional Resources: Professional development contracts with Expeditionary Learning, Go Math, Achieve 3000, and Playworks to support professional learning opportunities, subscriptions to iReady, Achieve 3000 and Imagine Learning.
Scheduling The school’s schedule will be adjusted to provide time for the math enrichment/remediation groups to take place daily. Purchases of the parent support programs, as well as supplies and refreshments for parent learning. Schedules will be adjusted as needed to allow professional learning to take place, and class coverage to be provided by substitute teachers.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

School staff will review an unassisted writing sample and performance task completed in February 2015 and compare the results in each rubric area against the initial sample scores to determine what growth has been made.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12.	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

13. 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).
14. 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.

Teacher teams were identified in the Quality Review of November 2014 as the school’s Area of Celebration. Teachers meet weekly as part of the Professional Learning time, and the school’s small size provides that all teachers are part of the professional learning teams, and information is readily shared among staff. The nature of the phase-out process is that there were challenges for staff as they were assigned to grades to which they had not worked previously, and there were a significant number of staff with lengthy absences last year. The student performance data in terms of both ELA and Math, and in looking at progress and performance demonstrate that there was a great deal of challenge. The staff remaining are working collaboratively and are strongly supported by the two LEAP interns and secondary evaluator, as well as the opportunities that the close collaborations provide. The low level of performance and progress of students is an area of challenge. In the Quality Review, the area of teacher pedagogy was identified as the area of focus in the November 2014 Quality Review, and teacher pedagogy was identified as *developing* in the Principal Performance Observation of Spring 2014. Specifically, the Quality Reviewer noted that there was evidence that scaffolds provided to students were not always well matched to student need, and that questions were of uniformly low level. It is noted that the staffing this school year does not include the four teachers evaluated as *ineffective* during the 2013-2014 school year. One of these teachers retired, one is working as a provisional hire in another elementary school, and two are Absence Teachers in Reserve.

The school’s strengths are the strong working relationships among the teacher teams, the school’s small size, and the opportunities for close collaborations these provide. The teacher teams were noted as strengths in the November 2014 Quality Review.

The school’s challenges are in the development of best practices pedagogy which are in evidence across lessons, as noted in both the Quality Review and the Principals’ Performance Observation, and the low level of student performance and progress in both major subject areas.

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.

Teachers will demonstrate the use of appropriate scaffolds in both non-evaluative and evaluative lessons observed, and will develop appropriate scaffolds in collaborations with colleagues, and the school’s Lead Team members. Scaffolds to be used will be identified during collaborations during the professional learning time, and other teacher meetings and conferences.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<p>16. 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).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>a. The staff will use Expeditionary Learning as the Core ELA , Go Math as the core math, Achieve 3000 as the supplemental ELA , and Fountas and Pinnell Leveled Intervention as the Guided Reading instructional programs. All are research based and provide rigorous instruction b. Purchase professional development support in terms of coaching, and leadership and structures for student engagement. c Plan activities for the weekly professional learning time which support teachers in developing the understandings needed to implement the identified programs, including planning appropriate scaffolds for students. d. The support of a secondary evaluator, the two LEAP interns and the principal will insure that staff is provided with regular and actionable feedback, using TeachBoost to archive the information provided to teachers from non-evaluative observations.</p>	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
<p>Staff serving students with disabilities and students for whom English is a Second Language have been taking, and will continue to take part in professional development opportunities which will strengthen their repertoire of strategies to support students with learning challenges. Students in high need subgroups who have not made significant progress, or are in need of support will be identified for additional supports, including lunch and learn groups, school recess, and Title III extended day programs. All classes have an additional adult in order to provide Academic Intervention and other supports to these struggling students. Staff will review the scaffolds identified by the core programs’ authors and those they have learned in professional development and select scaffolds appropriate to the students with whom they are working.</p>	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
<p>The school’s website will include resources from Engage NY, Achieve the Core for parents’ use.</p> <p>The school will purchase Go Math Academy and provide professional development for parents so it can be used well. There will be a monthly calendar of parent professional learning, conducted by the school’s Parent Coordinator and Lead Team, with topics determined by parent surveys.</p> <p>Parents will be invited to bi-weekly Learning Breakfasts, planned by teachers during the weekly Parent Involvement planning time.</p> <p>Opportunities for parent recognition will be built into the regular workshop time.</p>	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
<p>Trust is being built in this area through the use of professional learning to support the development of teacher capacity in the use of appropriate instructional scaffolds, the addition of extra adults to lower the student to teacher ratio, and through the provision of activities which support parents in developing their understandings of what is expected and how to be part of this work.</p>	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff

Part 4 – Resources Needed

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

Needed resources include:

Human Resources: Two educational assistants to provide supports in the two classrooms which do not have a second adult, funding to support the two LEAP interns, and the secondary evaluator who provide feedback and support.

Instructional Resources: Professional development contracts with Expeditionary Learning, Go Math, Achieve 3000, to support teachers in understanding what appropriate scaffolds are found in the program guides, and how to plan others.

Scheduling The school's schedule will be adjusted to provide time for the math enrichment/remediation groups to take place daily. Purchases of the parent support programs, as well as supplies and refreshments for parent learning. Schedules will be adjusted as needed to allow professional learning to take place, and class coverage to be provided by substitute teachers.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

The school's Lead Team will review the evaluative and non-evaluative observations for evidence of appropriate scaffolds in each lesson observed. It is expected that the appropriate scaffolds can be found in 75% of observed lessons.

The review of observations will take place in late February.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. 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).
24. 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.

The principal is an experienced school leader, who has remained with the school through its periods of peak performance (PS 215Q was identified by New York State as a Rapidly Closing the Achievement Gap School 2004-2005, 2006-2007, and received A and B on the first School Report Cards) and through the phase-out process. The principal is an active participant in ongoing professional learning to support her own growth, working as part of School Leaders Network for the past six years, serving as District 27 Executive Board Member of the New York City Elementary School Principals Association, the professional development organization for principals. As part of her work, the principal has participated in numerous professional development opportunities including attendance at the National Elementary School Principals’ Conferences for the past six years.

The school is fortunate to have the support of two administrative interns, who are staff members selected to be part of the Leadership in Education Apprenticeship Program. The commitment of these two staff members to take on leadership roles in the school is a testament to their own strong professional abilities and are a support to all staff which is based on a history of collegial and collaborative relationships, and multiple opportunities to build professional capacity taking place across time in the school.

Working with the school’s Lead Instructional Team, the various Children First and Transition Support Networks, Central DOE Resources such as SWDELLs, and Health and Physical Education, and a number of Professional Support Specialists from Reading First, Go Math, Expeditionary Learning and Playworks, opportunities were and are provided to support rigorous instruction, develop the repertoires of staff to understand the instructional shifts, use appropriate materials and strategies to support students, and to create leadership capacity among staff. There were opportunities provided which were specific to individual staff needs and interests, and staff have been provided with resources such as Teachboost to capture information about their professional work. All staff have iPads with keyboards, so that they may make use of applications to support their own professional learning (such as the use of Teaching Channel, School Tube and Vimeo).

Planning, budgeting, and collaborating with school teams, the school has put the PBIS program into place, so that as individuals and as groups, students have been provided with access to Positive Behavior Supports. There are a number of ways students earn recognition, including the *Student of the Week*, *Students of Distinction*, Achieve 3000 High Scorer of the Week, Mighty Milers, and Student Service. The school has the supports of a full time guidance counselor, so that both mandated and at-risk counseling are in place for students, and parents are supported with their needs. The school has purchased uniforms for any student in need, and through the outreach of the attendance committee, parents are supported in seeing that their children are in school regularly.

The school’s survey indicates, however, that 67% of parents responding to the School Survey stated that they were satisfied with education that their child received, as compared to the district average of 93%. 20% of teachers would recommend this school to parents, as compared to the district average of 80%. 75 % of teachers agree that leaders of this school place a high priority on the quality of teaching, as compared to the district average of 90%. These responses indicate that there is more to be done to communicate information about the school’s programs to parents and to surface with teachers how their understandings of priority on high quality instruction is surfaced.

There is a question about the impact of the school's status as a phase-out school in terms of the responses of staff as to whether or not they would recommend this school to others.

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.

Teacher responses to internal surveys about the supports which they have been provided, and the evidence of high quality instruction will increase by 10% for each of two surveys given (February 2015 May 2015) above the 75% response on the School Survey 2014.

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: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	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>
25a Purchase professional development support in terms of coaching, and leadership and structures for student engagement. 25 b Plan activities for the weekly professional learning time which support teachers in developing the understandings needed to implement the identified programs, including planning appropriate scaffolds for students. 25c. The support of a secondary evaluator, the two LEAP interns and the principal will insure that staff is provided with regular and actionable feedback, using TeachBoost to archive the information provided to teachers from non-evaluative observations. 25e Provide opportunities for teachers to engage in professional learning targeted to their personal professional needs and/or those evidenced in student data.	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
Staff serving students with disabilities and students for whom English is a Second Language have been taking, and will continue to take part in professional development opportunities which will strengthen their repertoire of strategies to support students with learning challenges. Staff will review the scaffolds identified by the core programs' authors and those they have learned in professional development and select scaffolds appropriate to the students with whom they are working. Staff will receive actionable feedback on the scaffolds in use to support students. Staff will review student data collaboratively with colleagues, and/or members of the school's lead team to determine impact of the work.	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff
The school's website will include resources from Engage NY, Achieve the Core for parents' use. The school will purchase Go Math Academy and provide professional development for parents so it can be used well. There will be a	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN

<p>monthly calendar of parent professional learning, conducted by the school's Parent Coordinator and Lead Team, with topics determined by parent surveys.</p> <p>Parents will be invited to bi-weekly Learning Breakfasts, planned by teachers during the weekly Parent Involvement planning time.</p> <p>Opportunities for parent recognition will be built into the regular workshop time.</p>			support staff
<p>Trust is being developed in this area through the frequent and regular opportunities for staff to be part of professional learning as a whole staff, and in opportunities which are tied to their personal professional needs. There are opportunities for parents to engage in learning which supports their children and is designed and presented by staff, including resources which can be accessed from home, and regular information which is provided in the majority language of our families.</p>	All staff	September 2014-June 2015	School Staff including school leaders, LEAP Interns, CFN support staff

Part 4 – Resources Needed

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

Needed resources include:

Human Resources: Funding to support the two LEAP interns, and the secondary evaluator who provide feedback and support.

Instructional Resources: Professional development contracts with Expeditionary Learning, Go Math, Achieve 3000, to support teachers in understanding what appropriate scaffolds are found in the program guides, and how to plan others.

Scheduling The school's schedule will be adjusted to provide time for the math enrichment/remediation groups to take place daily. Purchases of the parent support programs, as well as supplies and refreshments for parent learning. Schedules will be adjusted as needed to allow professional learning to take place, and class coverage to be provided by substitute teachers.

Part 5 – Budget and Resource Alignment

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

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

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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

The midpoint benchmark for this goal will be a survey for staff given during mid-February to identify what evidence of high quality instruction are noted, and to evidence what supports they have received which are considered to be valuable to their work.

Parents will be surveyed as to the elements of the school's instructional program they find most valuable for their children.

Surveys will be administered prior to the February break.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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

33. 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).
34. 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.

PS 215 has identified programs and practices which support students and their families. Through the work of the Parent Coordinator, workshops on programs and resources are part of a monthly calendar, sent to families in both Spanish and English, as is all correspondence. The school’s website has links to Engage NY, Common Core Ready, and other parent resources. The school has in the past, and continues this year to partner with Achieve 3000 and Go Math to provide parent access to programs to help parents with their understandings of Math and ELA. The school’s Parent Coordinator speaks Spanish and English fluently, and is a ready resource for parents. The school’s guidance counselor is available for parent supports in terms of consultation about school issues, and/or the completion of the middle school application process. The school has a partnership with Compass/OST (formerly Safe Space) providing an afterschool program for parents. The school provides an evening ESL and GED program on Monday and Wednesday evenings. In partnership with ShapeUp NYC, there is a weekly low impact aerobics class in place for families. The Rockaway Resiliency Project, which is part of the Compass/OST program, has family and student counseling services for students in need, and is housed on the third floor of the school. PS 215 staff have begun a *Coffee and Curriculum* morning, twice a month, in which parents get to share coffee, watch a video which can later be viewed at home, and engage in an activity which mirrors the Common Core Learning Standard aligned work in which their children are engaged.

As part of the school’s focus on improved attendance, parents are provided with outreach for support from school staff and the attendance teacher. Parents are provided with opportunities for award and acknowledgement regularly through the year, as part of the school’s attendance incentive programs. Parents of Students of Distinction are honored monthly. Parent needs are determined in part through surveys.

Families are welcomed to visit their children’s classrooms, and the opportunity to be part of special events such as the school’s Thanksgiving feasts, and class trips. The school sends home progress reports at approximately six week intervals and teachers engage in one-on-one conferences where needed and requested.

The school uses School Messenger to send phone messages about school events and calendar items. The school has just begun the use of “remindme”, which allows parents to sign up to receive school information as a text message.

The school’s strengths are in the accessibility provided to parents through the use of translated communications, the wide variety of activities which are planned, and the number of points of access which are in place.

Needs Assessment

One significant challenge the school has is in getting more parent attendance at school events. The small number of families is one challenge, and the school has made repeated attempts to elect a Parent Association Executive Board. The last scheduled date was impacted by poor weather, and the school looks forward to the election taking place soon.

67% of parents identified themselves as being satisfied with the education that their child has received, and 75% of parents have identified that there are enough courses for their students. The overwhelming majority of parents whose students attended PS 215, and were offered transfers from NCLB did not request a transfer.

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.

Staff at PS 215Q will provide multiple means for parents to be involved in their children’s education by providing opportunities for parents to take part in, or make use of, resources which will help them to better understand the work of the Common Core as evidenced by parents’ usage of school provided resources, and positive response to internal parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. 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).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school uses Expeditionary Learning as the Core ELA , Go Math as the core math, Achieve 3000 as the supplemental ELA , and Fountas and Pinnell Leveled Intervention as the Guided Reading instructional programs. All are research based and provide rigorous instruction</p> <p>Purchase professional development support and (in the case of Go Math, Parent Academy)resources which parents can use to support their work with their children at home.</p> <p>Schedule regular monthly workshops on topics such as Common Core Learning Standards, Resources for Home Use, etc for Families.</p> <p>Plan activities as part of the Parent Engagement Planning time to support parents as active partners in their children’s education.</p>	<p>All families</p>	<p>September 2014-June 2015</p>	<p>School teaching and administrative staff assisted by the CFN 605 OSYD Director, FACE personnel, and Parent Coordinator</p>
<p>Target support of students with disabilities and English Language Learners into regular parent events.</p> <p>Provide opportunities for parents to conference with school professionals to support their students.</p> <p>Provide parents with information about workshop and other parent engagement opportunities throughout the city.</p>	<p>All families</p>	<p>September 2014-June 2015</p>	<p>School teaching and administrative staff assisted by the CFN 605 OSYD Director, FACE personnel, and Parent Coordinator</p>
<p>The school’s website will include resources from Engage NY, Achieve the Core for parents’ use.</p> <p>The school will purchase Go Math Academy and provide professional development for parents so it can be used well. There will be a monthly calendar of parent professional learning, conducted by the school’s Parent Coordinator and Lead Team, with topics determined by parent surveys.</p>	<p>All families</p>	<p>September 2014-June 2015</p>	<p>School teaching and administrative staff assisted by the CFN 605 OSYD Director, FACE personnel, and Parent Coordinator</p>

Parents will be invited to bi-weekly Learning Breakfasts, planned by teachers during the weekly Parent Involvement planning time. Opportunities for parent recognition will be built into the regular workshop time.			
The element of trust is addressed through the school's use of the languages of our school's families in ongoing communication about the school's programs and access to resources and support in their use provided to families, as well as ongoing and regular opportunities for parents to be part of the school's activities....	All families	September 2014-June 2015	School teaching and administrative staff assisted by the CFN 605 OSYD Director, FACE personnel, and Parent Coordinator

Part 4 – Resources Needed

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

Needed resources include:

Human Resources: Parent Coordinator, CFN OSYD Director, FACE support, School Staff

Instructional Resources: Professional development contracts with Go Math and Achieve 3000, to support families in the use of parent resources and to support their understanding of the grade level expectations, Staff to plan, present and lead family activities. Purchases of the parent support programs, as well as supplies and refreshments for parent learning. **Scheduling** Schedules will be adjusted as needed to allow family classroom activities to take place, and parent engagement time will be used to plan and present support activities.

Part 5 – Budget and Resource Alignment

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

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

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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Feedback from families in attendance at school events will be reviewed to determine how well parents needs are being met, and attendance in January and February will be compared to attendance from September – December.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	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)	Progress in ELA from 2013-2014	Varied F& P Leveled Literacy Intervention, Wilson Reading, Imagine Learning, i-Ready	Varied Small group and individual support as needed	Varied During the day, lunch and learn, afterschool, before school
Mathematics	All students receive intervention as part of a school based model	All students participate in math intervention during a dedicated block, with groupings changing based on assessment results.	Small group, independent work on i-Ready	Daily 10:50-11:20 Before and after school
Science	Grade 4 Science score of 1	Integrated into i-Ready	Individual and small group	Varied During the day, lunch and learn, afterschool, before school
Social Studies	Progress in ELA from 2013-2014	Varied F& P Leveled Literacy Intervention, Wilson Reading, Imagine Learning, i-Ready	Varied Small group and individual support as needed	Varied During the day, lunch and learn, afterschool, before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Involvement in occurrences, teacher or other staff recommendation	Small group and individual counseling, supported social interactions, opportunities for leadership in school service projects, whole class lessons	Individual, small group, whole group as needed	During the school day; at lunch recess

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

PS 215 is a phase-out school, which has hired two teachers since the start of the phase-out process. Assignment choices are limited in light of the single grade configuration of the school. The school has a comprehensive program of professional development which includes opportunities for teachers to take part in workshops sponsored by the CFN and the DOE, as well as taking part in learning provided by Professional Learning Vendors and school sponsored professional learning taken from EngageNY and Achieve the Core's Professional Development resources, as well as supports provided to teachers in response to individual needs are part of the school's strategies for insuring that 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).

The strategies and activities for high quality professional development include: weekly professional learning lead by lead staff which is designed in response to teacher needs, and in part taken from the professional development resources of Engage NY and Achieve the Core, as well as participation in the Interschool Teacher Development program, which is open to both teachers and educational assistants are part of the professional development program. Staff has opportunities to collaboratively analyze student data and to do so individually as well, planning actions in response to this data. Staff are provided with opportunities to participate in professional learning which is tied to teacher need and presented by DOE, CFN and other professional organizations, as well as the provision of access to videos, websites and other online resources. Participation in the Leaders in Education Apprenticeship Program are part of the professional learning of the school's Lead Team, and professional learning for the school's leader includes participation in the School Leaders' Network, professional learning provided by the CFN, and NYCESPA are part of the menu of activities for leadership development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Not applicable

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.

Members of the Lead Team engage staff in conversations about the measures to be used for assessment and provide the professional development related to the use of assessment results. The school’s participation in the IDC professional learning includes a cycle of focus on assessments, and teachers are engaged in conferences in which responses to data are articulated.

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	\$96,424		
Title I School Improvement 1003(a)	Federal	N/A		

Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$116,914		
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200		
Tax Levy (FSF)	Local	516,401		

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:

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 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) PS 215Q

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. **PS215Q, The Lucretia Mott School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 215Q** 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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 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) PS 215Q

PS 215Q, 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 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: The Lucretia Mott School	DBN: 27Q215
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <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 type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: PS 215Q will support our ELLs through our literacy and math programs. Our instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus.

Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through a Friday After School program.

The focus of the Friday After School program for approximately 20 students in grade 5, will be to provide additional opportunities for ELL students to practice and master those skills needed to prepare for the NYS ELA and Math exams. Based on the analysis of Math and ELA data from MOSL baseline assessments, NYS testing and teacher made assessments, ELLs will participate in the program, with available space provided to speakers of English who are functioning below grade level will be selected to participate where space allows.

Beginning January 9, 2015 and ending May 29, 2015, weekly sessions, held from 2:30 pm to 4:30 pm will equal 2 hours per week for each teacher, for a total of 34 hours over 17 weeks.

Each class will have one licensed ESL teacher and one common branch certified teacher as a co-teacher. There will be a total of 4 teachers.

One supervisor will oversee the program, as there is no other supervisor there at that time.

Students will be given both small group instruction and individualized instruction.

Student data from ARIS and STARS as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. Imagine Learning will be used by all students, and Achieve 3000 will be also used by fifth grade students as applicable.

Students will be assessed regularly, based on the focus of the strategies and skills taught, as well as individual progress reports. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2014 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. MOSL assessments and the ELL Interim Assessments will also be monitored for evidence of student progress.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs. Topics for this professional development include:

The NYS Standards for English Language Learners, Supports for English Language Learners from the Department of Education Common Core Library and strategies from ARIS Connect and ARIS Learns will be integrated into professional development. The ESL Lead Teacher will serve as a teacher mentor for ESL instruction and will engage in professional development to support her colleagues in ESL instruction. The resources of the cluster and CFN 605 will be integrated through teacher attendance at regularly scheduled professional development opportunities.

Support from Pearson Inform Professional Development (through the NYCDOE Assessment Support Division) for teachers in Grade Five will be scheduled to support teachers serving students in grade five.

All Title III program teachers will be required to participate in one two hour session of professional development prior to the start of the Friday Afterschool Program, in addition to the hour devoted to program closing activities for a total of three (3) hours. These sessions will be conducted by the Supervisor. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in all subject areas.

Professional development will be provided by Publishing companies and the Supervisor. These hour long sessions will consist of the following topics: Strategies to support the ELL, Using student data to improve instruction, Preparing ELLs for the NYS Assessments.

Topic: Using Student Data to Improve Instruction

Rationale: So teachers can understand how to use the data to drive their instruction in this program

Date: December 11, 2014

Time: 8:00 am - 10:40 am

Name of Provider: Pearson Inform Professional Development (Imagine Learning)

Audience: 4 teachers of program

Topic: Key Principles for ELL Instruction and Strategies to Support the ELL

Rationale: For teachers to acquire and apply strategies in the classroom

Date: December 17, 2014

Time: 7:10 am - 8:00 am

Name of Provider: Therese Brignoni

Audience: 3 teachers of program

Topic: Preparing ELLs for the NYS Assessments

Part C: Professional Development

Rationale: Assessment Expectations

Date: December 17, 2014

Time: 2:20 pm - 3:10 pm

Name of Provider: Therese Brignoni

Audience: 3 teachers of program

Topic: Engaging Students Through a Variety of Instructional Strategies and Resources

Rationale: View strategies being applied in classroom setting (video)

Date: December 18, 2014

Time: 7:45 am - 8:00 am

Name of Provider: ARIS Learns

Audience: 4 teachers of program

Topic: Planning Meeting

Rationale: Expectations and planning for program

Date: January 6, 2015

Time: 2:30 - 4:30

Name of Provider: Therese Brignoni

Audience: Teachers of program

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: Parent workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will take place bi-monthly for two hours beginning in January. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. The Common Core Learning Standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, the ELL Specialist, or Lead Team teachers. The workshops will be scheduled based on parental response to surveys. Parents will receive letters/flyers and School Messenger Refreshments will be served to all participants.

Topic 1: Ordering Decimals

Rationale: To promote parent participation in schoolwide activities

Date: December 2, 2014

Time: 7:20 am - 8:00 am

Name of Provider: Mary Okolski

Part D: Parental Engagement Activities

Audience: 5th Grade Parents/Families of ELLs

Topic 2: Power My Learning

Rationale: Introduce internet academic resources

Date: December 10, 2014

Time: 9:00 am - 10:00 am

Name of Provider: Henry Castro

Audience: 5th Grade Parents/Families of ELLs

Topic 3: Hungry for Learning

Rationale: To promote parent participation in children learning

Date: December 2, 2014

Time: 7:20 am - 8:00 am

Name of Provider: Lead Team Members and Teaching Staff

Audience: 5th grade parents of ELLs

Topic: Imagine Learning

Rationale: Introduction to ELL After-school program

Date: January 13, 2015

Time: 7:20 am - 8:00 am

Name of Provider: Lead Team Member

Audience: 5th grade parents of ELLs

Topic: Learning Side by Side

Rationale: Vocabulary Building Strategies

Date: January 20, 2015

Time: 7:20 am - 8:00 am

Name of Provider: ESL teacher and Lead Team Member

Audience: 5th grade parents of ELLs

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 27	Borough Queens	School Number 215
School Name The Lucretia Mott 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 Susan Hofmann	Assistant Principal None
Coach None	Coach None
ESL Teacher Geeta Persad	Guidance Counselor Jocelyn Baitz
Teacher/Subject Area June Peralta	Parent Jennifer Rondon (pending)
Teacher/Subject Area type here	Parent Coordinator Henry Castro
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	163	Total number of ELLs	36	ELLs as share of total student population (%)	22.09%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE					19	17								36
SELECT ONE														0
Total	0	0	0	0	19	17	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	5
SIFE	3	ELLs receiving service 4-6 years	22	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	14	1	2	22	3	3				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	14	1	2	22	3	3	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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					16	18								34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	17	19	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	7								9
Intermediate(I)					7	3								10
Advanced (A)					8	9								17
Total	0	0	0	0	17	19	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					0
4	13	4			17
5	12	1			13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	14		3						17
5	13		2						15
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	8		5		3				16
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.
PS 215Q is a school in the process of phasing out and serves only students in Grades 4 and 5. PS 215Q uses the following to assess the literacy skills of English Language Learners: Fountas and Pinell Running Records, and where applicable Fountas and Pinnell Leveled Literacy Intervention assessments. ELLS also are assessed using the Achieve 3000 level set test. We have used this data to make

selections of students who can most benefit from the Fountas and Pinnell Literacy Intervention program. Of the students served using this intervention program, most are English Language Learners.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the English Language Learners for the most part, are at an advanced or intermediate level of proficiency as measured by the NYSESLAT, with writing being the area of challenge. In looking at the performance of ELLs across the two grades served by PS 215Q, the data shows that there were 15 ELLs tested in 2013, with 76% of these students scoring at Level 1 proficiency, as compared to 68% of students in the third grade as a whole scoring in Level 1. However, when looking at the data in terms of the ELLs making ELL progress in the third grade in 2013, 12 of the English Language Learners made the ESL progress point. Five of these students were beginners and seven were at the intermediate level of English Language proficiency. 12 out of the 19 English Language Learners in Grade 3 during the 2012-2013 school year made progress. In Grade 4 for 2013, ELA scores were at Level 1 for 92% of English Language Learners as compared to 56.2% of all students in Grade 4 performing at Level 1. Seven of the thirteen students in the Grade 4 group of English Language Learners received the ELL progress point on the school's progress report data. One student was a beginner and one student was in the intermediate group. Three of eighteen English Language Learners taking the NYS Science exam scored at Level 3, as compared to 62% of fourth graders as a whole.
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](#))

The 2103 NYSESLAT combined modality sets analysis breakdown has not been released by the SED as of 12.3.13.

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?

PS 215Q serves two grades. There are a higher number of beginners in Grade 5, with the majority of the students who have scored in this range, having one year of service. All students are served in English, so no results for Native Language acquisition are available. The results from the ELL Performance assessments are reviewed and the results used to discuss groupings for instruction. This year's ELL Performance Assessments have just been submitted for scoring.

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](#).)
The identification of English Language Learners takes place at registration, using the appropriate screening. In addition, there is data from the initial data from Fountas and Pinnell leveled running records, and student interviews are used to support determinations about the type of interventions needed to support the English Language Learner. The school's core programs, Expeditionary Learning and Go Math! include supports for the struggling learner, which include supports targeted to the English Language learner. Students are assessed during regular benchmarking periods to determine progress and next steps, including the determination as to whether or not a referral for additional services is warranted.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Staff have access to resources for guiding and supporting the development of English language skills in the core curriculum materials in ELA and Mathematics, as well as resources to support students at the varying levels of English language acquisition.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have used data from the Progress Report, and NYS data as part of this progress, and as we develop proficiency will make greater use of the AMAO tool.

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](#).)
At the time of registration, the HLIS is administered to the parent in the language in which the parent indicates is most appropriate. The ESL teacher or the school's AIS coordinator complete the HLIS with the parent. The HLIS is reviewed by the appropriate pedagogue, and where the determination that LAB-R testing is required, this information is communicated, and the ESL teacher or AIS coordinator conduct the LAB assessment. Where a Spanish LAB is required, Spanish speaking staff administer and score the tests. The staff conducting registration speak with the adult family members at registration, and Spanish speaking staff, including one of the ESL teachers, the Parent Coordinator, and AIS Coordinator are used to conduct the initial interview. One ESL teacher is Spanish proficient as is the Parent Coordinator.
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.
At the conclusion of the initial LABR testing and scoring, students are identified for ELL services, and the AIS coordinator, who is a licensed teacher of reading, or the ESL teacher, who is licensed in ESL, inform the parents, and an entitlement letter is generated. There is a period built into the ESL teacher's schedule weekly to conduct the parent orientation and when a language other than Spanish is the home language, translation services are requested. Parent orientations are scheduled and parents informed of the choices for English Language services to be provided. The use of the Department of Education provided informational brochures and videos are used to insure clarity of the information presented. Every effort is made to meet the compliance guidelines set forth in the The parents are informed of the availability of choices. Parents are sent letters, contacted by phone by the school's Parent Coordinator, and when needed, a home visit by the Parent Coordinator and other school staff may be scheduled. Where a previously chosen program (Dual Language or TBE) was initially chosen, outreach will be made by telephone, and letter when no telephone contact can be made, by the Parent Coordinator.
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 [\[see tool kit\]](#).)
The ESL teacher has a period in her program for parent outreach and the Parent Coordinator and Guidance Counselor are used to make outreach where needed. To the extent possible, parent survey and program selection forms are completed at the conclusion of the Parent Orientation. Copies of returned forms are filed and kept with student files in the school's main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are identified through the initial language screening for LAB-R testing and program placement. Parents are notified of the orientation in their preferred language and are offered the opportunity to come to the Parent Orientation to learn about the program options for their child. Placement letters are issued by the ESL teacher and a checklist for this information is kept by the AIS coordinator. Continued entitlement letters are generated at the beginning of each school year, and are sent home as feasible with the ISR reports for NYSESLAT performance reports. Continued entitlement letter copies are kept on file in the main office. Parent choices are reviewed annually to determine if parent selections indicate that a TBE or dual language class is feasible. Communications are made through translated letters, phone outreach in Spanish and English, and with the assistance of the Translation Unit if necessary. The Pupil Accounting Secretary is responsible for updating the ELPC screens within twenty days of a student's entry.
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.
Information about eligibility is kept on file and updates as new admits are enrolled and identified as eligible for service. The test coordinator schedules the testing in accordance with the administration guidelines. ATS is used to run the NYSESLAT eligibility report prior to the beginning of the NYSESLAT testing period. Lists of English Learners are generated by class, and schedules of testing which are in alignment with the construct of the test and the IEPs of English Language Learners where these exist. Proctors complete make up sheets to identify the students who have missed any section of the NYSESLAT, and make-up testing is coordinated by the school's testing coordinator.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The ESL teacher has provided summary results of parent choice information. Overwhelmingly, parents have chosen English as a Second Language. Our school's program is in alignment with this choice. The latest available data showed that one parent selected

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])?

Our English Language Learners in the regular education program are in a class staffed by a licensed English as a Second Language teacher, who can integrate ESL methodology throughout the day. Students with IEPs are served by mainstreaming where possible into the grade level ESL class for the program minutes. English Lanugauge Learners in the general education setting are served in their home classrooms, and English Lanugage Learners with IEPs puch into the English Language Learner class for literacy instruction. The ESL instructional model is one in which the model is integrated into the regular day. The school's literacy blocks are ninety minutes daily. The provision of instruction in literacy, with the integration of ESL methodology insures that students at the beginning and intermediate levels of proficiency are provided with at least the 360 required minutes of service and the students with advanced proficiency receive at least 180 minutes of service weekly.

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 appropriate explicit ESL instructional minutes are delivered during the ELA/Content area literacy blocks. The provision of instruction in literacy, with the integration of ESL methodology insures that students at the beginning and intermediate levels of proficiency are provided with at least the 360 required minutes of service and the students with advanced proficiency receive at least 180 minutes of service weekly.

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.

ESL services are delivered in English and are planned by each teacher to support the level of language acquisition of the students. Approaches include the scaffolding of grade level passages, direct vocabulary instruction, access to listening material.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Where needed, informal screening may be done. All formal instruction is in English
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Regular assessments include the four modalities. Formative assessments which are a part of the Expeditionary Learning curriculum which the school uses as its core curriculum includes formative assessments which integrate all four modalities, listening, speaking, reading and writing across each unit of study. These assessments include opportunities for students to use notetaking forms, engage in discussion with partners or triads to summarize information orally and in writing. In addition, students are assessed using the Fountas and Pinnell literacy system, so their oral reading and comprehension are assessed. Those English Language Learners identified for intervention in small groups are assessed using the Fountas and Pinnell literacy intervention system.
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).

Students with interrupted formal education are provided with access to extended instructional groups which meet their needs. Newcomers are also provided additional small group supports. Newcomers are given additional instruction based on their needs and prior instructional experience during the extended day instructional periods taking place on Tuesdays and Wednesdays. Funding is set aside for newcomers and long term ELLs through lunch and learn small group support. ELLs with four to six years service are provided with grade level appropriate texts, and are provided with intervention supports as part of the extended day instructional program, and are offered additional opportunities for instruction through the Title III funding. Students who are English Language learners receiving services in excess of six years will have their current levels of performance and other pertinent data reviewed by the Pupil Personnel Team in order to insure that there is no other factor contributing to the student's lack of proficiency at this time. Students who are former ELLs are identified using the RLAT to determine the appropriate continuation of test modifications and access to programs funded through Title III funding.

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?
Instructional strategies are outlined in the core instructional materials, and include supports such as the pre-teaching of academic vocabulary, the use of bilingual glossaries and dictionaries where appropriate, the use of modified sections of passages, graphic organizers and visual supports. Achieve 3000 supports the integration of both passages at the grade level of the student as well as passages which are set at the current reading level of the student, with adjustments made as the student's usage progresses, and includes options for the use of Spanish and French/Haitian Creole supports as needed.
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 work to insure that the students are provided opportunities which support language growth in both languages. Students who are ELL-SWDs are provided with ESL instruction in the mainstream environment to the degree possible. Students are provided with instruction using Achieve 3000, with the opportunity to engage in academically appropriate material focusing on grade level material and content, with passages provided with the same content at the students' current reading level, with teaching strategies provided for the teacher, and supports such as graphic organizers and oral language opportunities included. Students who are identified as both English Language Learners and Students with a Disability are identified for placement in integrated team teaching classes, in consultation with the school's assessment team, which includes a bilingual school psychologist, who supports school staff in identifying accommodations appropriate to the acquisition of English Language skills in addition to the acquisition of academic and social skills. Flexible programming is used to provide students with the greatest amount of time in mainstream programs.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

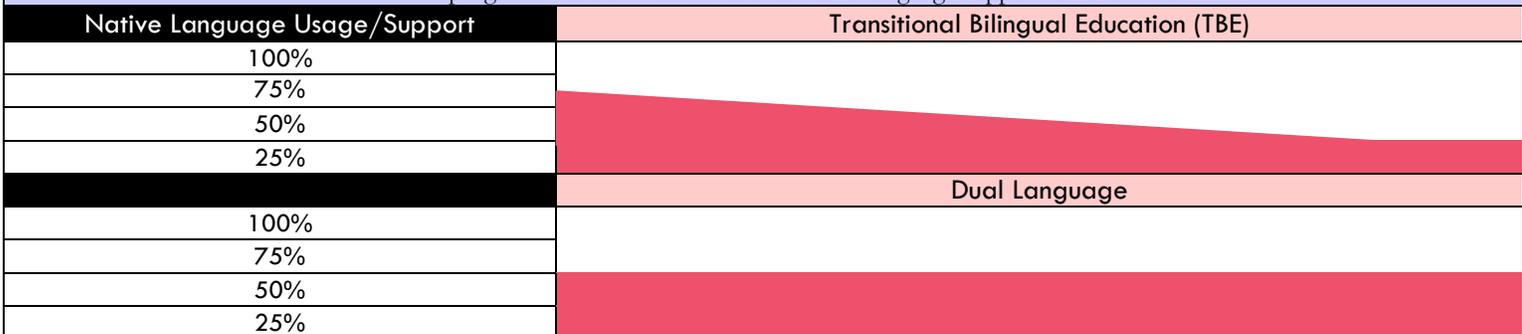
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

Interventions range from supports provided in the classroom by the classroom teacher, to extended day instruction to support provided by a licensed reading specialist. The targeted intervention programs in ELA include the Fountas and Pinnell Leveled Literacy Intervention program, and Achieve 3000. Achieve 3000 includes literacy instruction in English, with a Spanish and French/Haitian Creole Language support program component. Achieve 3000 uses only content area material, so it supports the development of Science and Social Studies learning as well.

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

We have adopted a new Core Curriculum program in ELA, which we expect will well support the English Language Learners. Expeditionary Learning includes a menu of supports for English Language Learners as part of the teacher's planning information, and includes repeated opportunities for students to make use of graphic organizers, engage in notetaking and discussion, and develop strategies for acquiring academic vocabulary. In reviews of mid-unit and end of unit data, teachers are noting improvements in the abilities of students to identify the main idea and use targeted academic vocabulary appropriately.

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

We have begun the use of the Fountas and Pinnell Leveled Intervention program. We will consider returning to Imagine English for Title III support since we are expecting an upgrade in internet services to be completed in late November.

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

We will not be using Read and Succeed, the program used last year as a supplement since the provider had difficulty with internet access, and the results do not show any impact from this program.

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

Access to all programs are equitable to ELLs. We have extended instructional time and all students meeting the NYS RTI requirements are served. The Out of School Time program, operated by a CBO enrolls a greater percentage of English Language Learners than the percentage of the full school program.

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

Classroom Libraries, Achieve 3000, Go Math (English and Spanish) materials, Content Area ESL

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

We use translators as needed among school staff.

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

The services insure that students are participants in the regular school program. The students in the ESL program are of the same age as the range of ages of students who are not English Language Learners. The resources are ones which address the appropriate grade level understandings and grade level topics as identified in the NYS Common Core Learning Standards and the NYC Science and Social Studies curricula.

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.

We generally do not have students who are enrolling before the school year. New admits are paired with students who share the same language and are welcome to be part of all school activities.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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.

1.and 2. Implications for work with English Language Learners are integrated into regular professional development offerings. For personnel working with ELLS, professional development offered through the Division of SWDELLS are made available, with topics of interest selected by the teacher or by the Lead Instructional Team. The school's Professional Development Calendar includes the following:

Mondays 2:20-3:10 weekly Teacher Team Professional Development. Teacher Teams integrate the use of data, the strategies appropriate for the provision of instruction to all student groups, including English Language Learners and Students with Disabilities and shared planning with the elements of the Danielson Frameworks.

Tuesdays and Thursdays 45 minute blocks Shared Planning

October, December and February Achieve 3000 professional development including the use of the program for supporting language acquisition.

Ongoing Professional Development offered by the SWDELL unit. Professional Development through CFN 613

The Parent Coordinator is provided with professional development to support English Language Learners through participation in FACE sponsored professional development, and through self-directed professional development using the Department of Education Academic Resources and Parent Resource pages on the DOE website.

The Guidance Counselor will also access professional development through the Office of SWDELLS.

These opportunities support the implementation of Common Core aligned instruction in that they focus on the expectations of the Common Core, provide teachers with the opportunity to learn successful strategies and analyze student data in relation to the common core expectations.

3. The School's administration is active in insuring that all English Language Learners take part in the Middle School Choice process, insuring that students and their families receive program information, that teachers engage students in discussions about program offerings after middle school presentations, and that students are guided through the process of application completion and submission. The Parent Coordinator and Guidance staff are provided with the time and resources to assist parents in the middle school application process, insuring that the parents have an understanding of the process and the program offerings of the various middle schools. The guidance counselor reviews all applications, and with the support of the Parent Coordinator, makes personal outreach to insure that applications are made and to provide assistance in the process of applying to programs, and to accepting or appealing placement decisions.

4 The minimum 7.5 hours /10 hours of Jose P training is undertaken through attendance at professional development sponsored by the Network, the Office of SWDELL. and online learning opportunities as well as observation and discussion with the licensed ESL teachers. Teachers will submit their logs of professional development as part of the artifact submission process. Records will be kept in the main office of the school building.

D. Parental Involvement

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

All communication is sent in Spanish and English. Spanish translations are provided at parent workshops, and all resources are provided in Arabic, Spanish and French.

The Parent Coordinator uses surveys, informal conversations and workshop feedback to evaluate parent needs.

Parent Learning Opportunities are targeted to school specific topics and topics of parent interest. These topics include: using ARIS and setting up an email account, helping your child with homework, what the Common Core Learning Standards are and how children learn, using ThinkCentral (the school's core math program parent resource). we collaborate with OST-Safe Cpace in the provision of parent workshops including workshops in health and parenting.

We have an onsite adult ESL course sponsored by the Office of Adult Education

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 Lucretia Mott School</u>		School DBN: <u>27Q215</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Hofmann	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Henry Castro	Parent Coordinator		1/1/01
Geeta Persad	ESL Teacher		1/1/01
Jennifer Rondon	Parent		1/1/01
June Peralta	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jocelyn Baitz	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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: The Lucretia Mott School	DBN: 27Q215
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <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 type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: PS 215Q will support our ELLs through our literacy and math programs. Our instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus.

Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through a Friday After School program.

The focus of the Friday After School program for approximately 20 students in grade 5, will be to provide additional opportunities for ELL students to practice and master those skills needed to prepare for the NYS ELA and Math exams. Based on the analysis of Math and ELA data from MOSL baseline assessments, NYS testing and teacher made assessments, ELLs will participate in the program, with available space provided to speakers of English who are functioning below grade level will be selected to participate where space allows.

Beginning January 9, 2015 and ending May 29, 2015, weekly sessions, held from 2:30 pm to 4:30 pm will equal 2 hours per week for each teacher, for a total of 34 hours over 17 weeks.

Each class will have one licensed ESL teacher and one common branch certified teacher as a co-teacher. There will be a total of 4 teachers.

One supervisor will oversee the program, as there is no other supervisor there at that time.

Students will be given both small group instruction and individualized instruction.

Student data from ARIS and STARS as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. Imagine Learning will be used by all students, and Achieve 3000 will be also used by fifth grade students as applicable.

Students will be assessed regularly, based on the focus of the strategies and skills taught, as well as individual progress reports. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2014 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. MOSL assessments and the ELL Interim Assessments will also be monitored for evidence of student progress.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs. Topics for this professional development include:

The NYS Standards for English Language Learners, Supports for English Language Learners from the Department of Education Common Core Library and strategies from ARIS Connect and ARIS Learns will be integrated into professional development. The ESL Lead Teacher will serve as a teacher mentor for ESL instruction and will engage in professional development to support her colleagues in ESL instruction. The resources of the cluster and CFN 605 will be integrated through teacher attendance at regularly scheduled professional development opportunities.

Support from Pearson Inform Professional Development (through the NYCDOE Assessment Support Division) for teachers in Grade Five will be scheduled to support teachers serving students in grade five.

All Title III program teachers will be required to participate in one two hour session of professional development prior to the start of the Friday Afterschool Program, in addition to the hour devoted to program closing activities for a total of three (3) hours. These sessions will be conducted by the Supervisor. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in all subject areas.

Professional development will be provided by Publishing companies and the Supervisor. These hour long sessions will consist of the following topics: Strategies to support the ELL, Using student data to improve instruction, Preparing ELLs for the NYS Assessments.

Topic: Using Student Data to Improve Instruction

Rationale: So teachers can understand how to use the data to drive their instruction in this program

Date: December 11, 2014

Time: 8:00 am - 10:40 am

Name of Provider: Pearson Inform Professional Development (Imagine Learning)

Audience: 4 teachers of program

Topic: Key Principles for ELL Instruction and Strategies to Support the ELL

Rationale: For teachers to acquire and apply strategies in the classroom

Date: December 17, 2014

Time: 7:10 am - 8:00 am

Name of Provider: Therese Brignoni

Audience: 3 teachers of program

Topic: Preparing ELLs for the NYS Assessments

Part C: Professional Development

Rationale: Assessment Expectations

Date: December 17, 2014

Time: 2:20 pm - 3:10 pm

Name of Provider: Therese Brignoni

Audience: 3 teachers of program

Topic: Engaging Students Through a Variety of Instructional Strategies and Resources

Rationale: View strategies being applied in classroom setting (video)

Date: December 18, 2014

Time: 7:45 am - 8:00 am

Name of Provider: ARIS Learns

Audience: 4 teachers of program

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: Parent workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will take place bi-monthly for two hours beginning in January. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. The Common Core Learning Standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, the ELL Specialist, or Lead Team teachers. The workshops will be scheduled based on parental response to surveys. Parents will receive letters/flyers and School Messenger Refreshments will be served to all participants.

Topic 1: Ordering Decimals

Rationale: To promote parent participation in schoolwide activities

Date: December 2, 2014

Time: 7:20 am - 8:00 am

Name of Provider: Mary Okolski

Audience: 5th Grade Parents/Families of ELLs

Topic 2: Power My Learning

Rationale: Introduce internet academic resources

Date: December 10, 2014

Time: 9:00 am - 10:00 am

Name of Provider: Henry Castro

Audience: 5th Grade Parents/Families of ELLs

Topic 3: Hungry for Learning

Part D: Parental Engagement Activities

Rationale: To promote parent participation in children learning

Date: December 2, 2014

Time: 7:20 am - 8:00 am

Name of Provider: Lead Team Members and Teaching Staff

Audience: 5th grade parents of ELLs

Topic: Imagine Learning

Rationale: Introduction to ELL After-school program

Date: January 13, 2015

Time: 7:20 am - 8:00 am

Name of Provider: Lead Team Member

Audience: 5th grade parents of ELLs

Topic: Learning Side by Side

Rationale: Vocabulary Building Strategies

Date: January 20, 2015

Time: 7:20 am - 8:00 am

Name of Provider: ESL teacher and Lead Team Member

Audience: 5th grade parents of ELLs

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____