

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**15K015**

**School Name:**

**P.S. 015 PATRICK F. DALY**

**Principal:**

**PEGGY WYNS-MADISON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 15 The Patrick F. Daly Magnet  
School of the Arts School Number (DBN): 15K015

Grades Served: Prekindergarten-Grade 5

School Address: 71 Sullivan Street Brooklyn, New York 11231

Phone Number: 718-330-9280 Fax: 718-596-2576

School Contact Person: Denise Leonard Email Address: Dleonar@schools.nyc.gov

Principal: Peggy Wyns-Madison

UFT Chapter Leader: Julie Cavanagh

Parents' Association President: Lydia Bellahcene

SLT Chairperson: Denise Leonard

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Lydia Bellahcene

Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop

Superintendent's Office Address: 131 Livingston Street

Superintendent's Email Address: Askop@schools.nyc.gov

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston St. Brooklyn, NY 11201

Director's Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Peggy Wyns-Madison	*Principal or Designee	
Julie Cavanagh	*UFT Chapter Leader or Designee	
Lydia Bellahcene	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lydia Bellahcene	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Leonard	Member/SLT	
Rosemary Leahy	Member/SLT	
Marie Sirotniak	Member/SLT	
Meg Ambroise	Member/ SLT	
Caitlin Cassaro	Member/ SLT	
Lydia Bellahcene	Member/SLT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Raquel Kemp	Member/SLT	
Julie Cavanagh	Member/SLT	
	Member/ SLT	
	Member/	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 15 is located in the Red Hook section of Brooklyn that continues to change in order to fit the needs of its diverse populations. The neighborhood is a mixture of light industry and small businesses which now are owned by many local residents. However, according to student enrollment, 86% of the school population lives in public housing. In an effort to mirror the demographics of the community and increase capacity, P.S. 15 was recently awarded a Magnet Grant that infuses STEM components with the arts. P.S.15 has high standards and expectations and a challenging and rigorous curriculum that incorporates the arts and STEM (science, technology, engineering and mathematics) experiences. We encourage strong parent participation and have a wealth of partnerships with arts and community-based organizations to address the intellectual, creative, physical, emotional, and social needs of all of our children. Lutheran Medical Center offers school-based clinic services, as well as dental and a mental health component to students and parents. Academic support is available through the many arts based activities offered afterschool and curriculum based clubs support our advanced learners. Saturday Academy provides small group targeted instruction in ELA and Math.

P.S 15 offers a full continuum of special education services and houses two Academic, Career, and Essential Skills programs (ACES) for grades Prek-5. In addition, ESL is offered to all eligible students and Spanish Dual Language classes are currently available in Prek-1. In recognizing the importance of early childhood education, we now offer five full-day pre-kindergartens.

Over the past year, P.S. 15 has shown great progress in forming strong family-community ties. The recently formed Friends of P.S. 15 Committee has made outreach to many families and businesses throughout the Red Hook Community. As a result a stronger school-community bond has been established. Local artists and entrepreneurs are currently supporting classroom instruction by providing additional real-life experiences for our students. New alliances have been created to sustain the progress that has been made thus far. As part of our school's STEM focus, P.S. 15 participated in "Big Idea Week." This program, offered students an opportunity to be mentored by local entrepreneurs and business leaders in creating a product or service. P.S. 15 is a Beacon School and offers afterschool and weekend programs through the Community Based Organization, Good Shepherd Services.

As our key area of focus for the 2015-2016 school-year, P.S. 15 will continue to strengthen community-family ties and build capacity. The continuation and expansion of our partnerships with community and arts based organizations will afford us the ability to incorporate STEM components and increase student achievement.

## 15K015 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	458	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.2%	% Attendance Rate		90.9%
% Free Lunch	70.9%	% Reduced Lunch		0.8%
% Limited English Proficient	5.9%	% Students with Disabilities		38.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		27.8%
% Hispanic or Latino	54.6%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	10.7%	% Multi-Racial		4.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.2%	Mathematics Performance at levels 3 & 4		32.4%
Science Performance at levels 3 & 4 (4th Grade)	93.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

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

According to the NYS School Report Card 40% of all students scored at or above proficiency levels 3 and 4 on the NYS ELA exam. While this represents an increase in proficiency levels, 23% of all students scored at level 1. An area of particular concern is the Students with Disabilities subgroup where 43% scored at level 1.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers instructing Students With Disabilities will implement targeted instructional strategies that will result in a 5% increase of Students With Disabilities scoring at or above proficiency (Level 3 & 4) as measured by the NYS ELA Assessment

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Continuation of a Balanced Literacy program that addresses the NYS Common Core Learning Standards through the use of Making Meaning, Stephanie Harvey Comprehension Toolkit, Tony Stead, Teachers College Reading/Writing Program, Writer’s Benchmark, professional development provided by outside organizations and NYC DOE, SEM</p>	<p>Grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Classroom teacher, Magnet Resource Specialist, Administration, educational consultants, IEP Teacher</p>

Fundations, Wilson, Great Leaps, Orton-Gillingham, New York City Learning Tasks, differentiated instruction, RTI, small group instruction, project based learning, UDL, departmentalized instruction, Saturday AIS, and afterschool clubs	3-5	September 2015-June 2016	Classroom teacher, Magnet Resource Specialist, Administration, educational consultants, IEP teacher, AIS teacher, ESL teacher
PTA/Principal Meetings, curriculum nights, open school, family engagement sessions, parent workshops, Special Education Parent Support Group	3-5	September 2015-June 2016	Classroom teacher, Magnet Resource Specialist, Parent Coordinator, Administration, SLT members, PTA members

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, AIS, ESL, and IEP teachers, Magnet Resource Specialist, professional development, curriculum planning, magnet unit development, common preps											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
School Progress toward meeting this goal is measured by the results of the Fountas and Pinnell Assessment and Mid-year unit assessments.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

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

According to attendance/sign-in sheets from parent workshops and school events, there is a need to increase the number of parents (of students in grades 3-5) attending workshops/school events.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, there will be a 15% increase in the number of parents (of students in grades 3-5) who attend workshops/school events.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Workshops will be offered in researched-based, instructional programs that target upper elementary students.</p>	<p>Parents of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>School Administration, Parent Coordinator, Teachers, MRS</p>
<p>Coordinate weekly parent/teacher conferences with Magnet Unit culminating activities.</p>	<p>Parents of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>School Administration, Parent Coordinator, Teachers, MRS</p>

Increase accessibility of teachers through the use of technology via email/ class list serves/class websites/on-line activity calendars/homework help, etc.	Parents of students in grades 3-5	September 2015-June 2016	School Administration, Parent Coordinator, Teachers, MRS

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator, School Leadership Team, Magnet Technology Specialist, adjustment to schedules that will include additional evening workshops, development of class websites. CBO's, Arts Partners, and community resources will assist in planning											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Attendance sign in sheets and logs will be reviewed quarterly.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas & Pinnell reading and writing assessment. NYS ELA assessment score	Word Study/Fundations, Orton-Gillingham, guided reading, close reading of complex texts, Razkids	Small group and one-to-one	During the school day, Saturday Academy
<b>Mathematics</b>	Go Math assessment, and NYS Math assessment score, NYC Tasks	Great leaps, Mad Minute Math,	Small group and one-to-one	During the school day, Saturday Academy
<b>Science</b>	Results of the NYS Science test	Foss and Harcourt	Small group	During the school day and afterschool
<b>Social Studies</b>	Fountas & Pinnell assessment	Comprehension Tool kit, by Stephanie Harvey.	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Anecdotal referrals, parent request, ACS, Good Shepherd referrals	Partnership for Children, school social worker groups	Small group and one-on-one	During the day and after school

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The Human Resource Committee recruits and interviews potential candidates for vacant positions. Professional development opportunities are offered to staff throughout the year.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development (PD) activities are planned for every Monday afternoon. Outside consultants work with the entire staff as well as selected teachers targeted for PD. Staff attends workshops offered by the DOE and outside educational groups. Arts Partners provide on-going PD related to their specialty. Magnet staff provide on - going professional development

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

Open houses and school tours are offered to preschool children’s families. Classroom tours are arranged on on-going basis. School staff presents to preschool parents at curriculum nights and on Tuesday afternoons. The Parent Coordinator is a resource for all interested pre-school families. Outreach and visits to neighboring day care facilities is made by school staff. Recruiting and is arranged through the magnet staff .

**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.

The MOSL committee is comprised of teachers, administrators, and UFT representative. They represent the staff in deciding the type of assessments to be administrated during the school year. Professional development is provided through consultants in using assessments to drive instruction. Special attention is paid to data regarding the most at risk children

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	331,452.00	x	10,18
Title II, Part A	Federal	79,540.00	x	10,18
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,758,221.00		10,18

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 15, The Patrick F Daly Magnet School of the Arts** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 15, The Patrick F Daly Magnet School of the Arts** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**P.S. 15, The Patrick F Daly Magnet School of the Arts** 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 on assessments.

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <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: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

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

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

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

### Part C: Professional Development

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

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

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$\_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>015</b>
School Name <b>Patrick F. Daly Magnet School of the Art</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Peggy Wyns-Madison</b>	Assistant Principal <b>N/A</b>
Coach <b>Marie Sirotniak</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Alev Dervish</b>	School Counselor <b>Gillian Turner</b>
Teacher/Subject Area <b>Isabel Castano/Dual Language K</b>	Parent <b>Caitlin Cassaro</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Judy Reis</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Bernadette Fitzgerald</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title) <b>Denise Leonard Magnet Resource</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>458</b>	Total number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
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### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1	1											0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	28	<b>Newcomers</b> (ELLs receiving service 0-3 years)	25	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	8									0
<b>ENL</b>	14	0	8	3		3				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	5	11	4	16	1	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
18

Number of students who speak three or more languages: 1

### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	4	2	2	2		1								0
<b>Emerging</b> (Low Intermediate)		1	1		1	1								0
<b>Transitioning</b> (High Intermediate)	1	3			1									0
<b>Expanding</b> (Advanced)	2	1	2	1	1	1								0
<b>Commanding</b> (Proficient)				1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				2										0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1				2				0
5	1		2						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

Our school uses Fountas and Pinnell Benchmark Assessment system to assess the early literacy skills of all of our students. Benchmark assessments that are included in the Foundations program also provide assessment results of early literacy skills. In our Dual Language kindergarten and first and second grade classes, our teachers uses the Spanish version of the Fountas and Pinnell Benchmark assessment in addition to the benchmark assessments included in the Estrellita program. These results highlight each student's specific strengths and weaknesses in phonemic awareness, phonics, reading comprehension, fluency and vocabulary. The results of our ELL students are reviewed carefully to examine if language proficiency has influenced the results of the assessments. This data guides the instructional choices of both our classroom teachers and ESL teacher. The data also determines the type of curriculum materials used throughout the building to address the needs of our ELLs. For example, early literacy assessment results indicate that our ELLs in K-2 need special attention in the areas of blending and segmenting phonemes, grade level sight words, consonant clusters, digraphs, contractions and a variety of phonogram patterns. Therefore our school's instructional plan includes providing teachers with professional development and support in analyzing data and strategies in developing early reading behaviors. This year we are providing teachers in Grades K-2 specific materials and training to assess early literacy skills and will use inquiry teams to study patterns and try new approaches to help all students, especially our ELLs, make progress. This allows for specific groupings to target the teaching of specific skills (decoding, vocabulary, fluency, word patterns) to these students. The progress will be monitored throughout the school year using the running records for students who are reading and Fountas and Pinnell early literacy assessments for all students in Grades K-2 or any student reading on or below an F&P level F. In regards to reading comprehension and fluency, Fountas and Pinnell assessments reveal that our ELL students who receive ENL (17 students total and 12 of whom are SWDs) are currently reading one and in some cases 2 years below grade level. Guided reading has become a school-wide focus and teachers will be provided with support in planning effective lessons, especially for our ELL students and in addition, the ESL teacher will incorporate guided reading with specific scaffolded reading strategies addressing decoding new words, reading comprehension, fluency, vocabulary and responding to literature throughout the school year, as guided by the Fountas and Pinnell Continuum of Literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Out of 4 ELLs currently enrolled in our first grade Dual Language program (and who were also enrolled in last year's dual language program) three scored within the same language proficiency level as the NYSITEL they took upon enrollment, and one student scored one level below his NYSITEL score. The three ELLs who received stand-alone ESL in kindergarten last year also all scored within the same proficiency level on the NYSESLAT as they did on the NYSITEL. This may show that both assessments are not exactly equal and it is not helpful to compare them, or that students need more than one year of schooling to show progress in their language proficiency. Although historically, kindergarten students who scored Advanced on the LAB-R rarely scored Advanced on the NYSESLAT given that spring, as those assessments were hardly comparable either.

However, The NYSITEL scores of 3 of the 5 Native Spanish speaking kindergarten students who attended our Dual Language Pre-K program last year indicate English language proficiency as they scored within the Commanding level. Another child earned a score of 26, one point away from Expanding, which speaks to the success of our Pre-K Dual Language program.

Other data patterns of the NYSESLAT include: Of the 9 ELLs with IEPs in grades 1-5, 7 scored within the same proficiency level and the year before and 2 scored one level above. Clearly, their disability can be a factor negatively influencing their success on the NYSESLAT. The fact that changes in the NYSESLAT have been happening over the last 3 years may also be a factor. This year 3 of our 5 second grade ELLs showed growth by one or two levels of the NYSESLAT. The other two second graders did not show growth on the NYSESLAT. However they are students with IEPs who participate in NYSAA, both with the classification Intellectual Disability for whom the NYSESLAT is entirely inappropriate.

Because of the small number of ELLs in our school, it is hard to find more patterns beyond the fact that students with disabilities seem to score at the same language proficiency level across 2 years.

It is interesting to note that the four students that did score one or more levels above their previous year's exam were enrolled in an Integrated Co-Teaching setting, with 2 certified teachers in each class.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Once training has been completed in December, our ENL teacher, principal and intervention coordinator plan to work together and put to use this year's updated AMAQ tool in order to support the following:

Identify the instructional and programmatic differences between specific subgroups

- Design targeted, data-driven instructional programs to impact student learning
  - Document and share best practices across districts, clusters, networks, and schools
  - Highlight students who exhibit known risk factors in order to develop and implement targeted interventions
- Paste response to question here:

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. Dual Language: Our Dual Language program spans PreK-Grade 2. These students do not participate in state tests in either language. All dual language programs have a 50/50 model of instruction, so for our Spanish speaking students they are immersed in their home language fifty percent of the school day. Because of the many days off in September, teachers are still giving assessments and gathering data at this time so we are unable to compare the results of these assessments to their Spanish version. This will happen at the Dual Language Team PLC meetings later this fall.

A. ENL:

Students in the ENL program do not take tests in their home language. Results on the F&P Benchmark Reading Assessment reveal that students receiving ENL and have the language proficiency of Entering, as determined by the NYSITEL or NYSESLAT are all students with disabilities and are reading 1-3 grade levels below their current grade. Of the seven students in the ENL program who scored either Expanding or Commanding on the spring NYSESLAT, six were enrolled in an Integrated Co-Teaching class last year, which may leave one to conclude that a teaching model of two teachers provides additional support and opportunity to better differentiate for our ELLs. Based on the F&P assessments, these students are all reading at a level one half or one full year below their grade level. Students in Grades 4 & 5 who participated in NYS tests last year

For our 5 ELLs enrolled in our school's ACES program-a special 12:1:1 program for students with the classification of Intellectual Disability who participate in NYSAA, NYSESLAT results reveal that these students are unable to participate in the NYSESLAT after grade K, and if the test is attempted beyond this level they are unable to be tested at all or, drop proficiency levels when they attempt it. Teacher-made assessments of math and literacy for students in the classes reveal the ELLs in this program perform within the same levels as their peers.

B and C: P.S. 15 does not participate in the ELL Periodic assessments. Our programs for ELLs are assessed through careful analysis of

various data including, but not limited to, low-inference observations, exit tickets, checks for understanding, student work, holistic assessments based on classroom instruction and NYSESLAT progress.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Decisions about instructional material and programs take into consideration a child's second language development. When students are first admitted to our school we use the HLS and informal interview process with the parent as time to get a sense of their child's educational history and experiences to better understand his or her needs. This information is shared with the classroom teacher as well. Students who are newcomers to the country are offered a variety of support systems so they may participate fully in grade-level curriculum. For example, as mentioned above when we ordered the Comprehension Toolkit Program, we were sure to include the guidebooks for meeting the needs of our ELL students. Also, we choose to provide the computer-based programs Discovery School, Brian Pop and Pebble Go because they offer a multi-media platform that provides support for ELLs, delivering information on a variety of topics including social studies and science through video clips, books read aloud, vocabulary links, songs, photographs and illustrations. Our Dual Language and ESL/ENL teachers use the Bilingual Common Core Progressions to frame their teaching, create goals and objectives for each student and analyze student work to note language proficiency progress. This is especially important, as our Dual Language program is a 50/50 model where we intend for all participants to be biliterate and bilingual. Finally, it is our priority to ensure that our teaching staff understand that it is the responsibility of all teachers to meet the needs of our ELLs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

A. Our dual language program has expanded from Spanish/English Pre-K-Grade 1 classes last year to Pre-K-Grade 2 classes this year. We are currently using the Estrellitas program for the teaching of Spanish and there are periodic assessments and progress monitoring built into the program. In addition, the dual language teachers use the Fountas and Pinnell Benchmark Assessment Kit in Spanish to assess reading fluency and comprehension and to monitor progress for English proficient students learning Spanish. B. At this time of the year, we are currently gathering data on the language proficiency levels of our EP students using the F&P system. The Go Math program is being delivered in Spanish and well as English, and the teacher has use of performance tasks in both languages. C. Not until the 2016-17 school year will there be dual language programs that participate in city and state testing grades 3, 4, and 5.

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

For the past several years we have had an insufficient number of ELLs to determine their AYP status as a subgroup. We examine their assessment results throughout the year to determine their success with our program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

P.S. 15 follows the NYC DOE procedures and those described in the newly revised CR Part 154 to identify students who may possibly be English Learners. Within ten days of enrollment, new arrivals to the NYC school system, all kindergarten students, and those students who are re-enrolling in NYC schools after having spent 2 continuous years in a school not in New York state have their home language identified by the Home Language Survey and an oral interview in the native language. This interview is conducted by trained and licensed pedagogical personnel who are accompanied by Alev Dervish, the licensed ENL teacher or one of our dual

language teachers who have also been trained in ELL identification. We provide the HLS in the native language of the parents at this time. Interpretation services are available during this process. Ms. Pat Visbal our SETSS teacher and Ms. Judy Reis, parent coordinator are available to assist with Spanish speaking parents, which is the language of the majority of our ELL population. For those whose language is not Spanish, we have several staff members in the building to assist, including Ms. Ieman Elzoghby, fifth grade teacher, who provides Arabic translation and Mr. Ivan Luo, a speech therapist who provides translation in Cantonese. At any time we do not have the staff who speaks the parent's language, we make use of the Language Identification Guide and the Translation and Interpretation Unit. The results of the HLS determine eligibility for the NYSITELL and in turn the results of the NYSITELL determines the student's language proficiency level and required ENL instructional time for each student. The NYSITELL is administered by the ENL teacher within ten days of the students' enrollment and is hand scored right away to initiate the necessary service. When appropriate, the Spanish LAB is given by a trained pedagogue, specifically, one of our Spanish dual language teachers.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Identifying SIFE students begins with the Home Language Identification Survey. If there are indications that a student has had interrupted formal education we will make sure to have a thorough discussion with the parent and follow the SIFE identification process by administering the oral interview questionnaire. If the student is in grades 3-5 we will then follow up with the LENS assessment tool. These procedures will be administered within the first 30 days of enrollment. Identifying SIFE students begins with the Home Language Identification Survey. If there are indications that a student has had interrupted formal education we will make sure to have a thorough discussion with the parent and follow the SIFE identification process by administering the oral interview questionnaire. If the student is in grades 3-5 we will then follow up with the LENS assessment tool. These procedures will be administered within the first 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For any turning 5 student with an IEP, or for students that come from schools out of state with an IEP the Language Proficiency Team (LPT) will meet to review evidence of the student's English language development. The LPT is made up of our principal, bilingual school psychologist, our ESL teacher, our special education liaison along with the student's parent. A qualified interpreter will be present to support the parent. The LPT will use information on the HLS, the student interview, the student's history of language use in school and at home and any information provided by the Committee on Special Education to determine if the student's disability is a factor affecting whether the student can demonstrate English proficiency. If the LPT finds the student may have language acquisition needs she/he will take the NYSITELL. If it is determined that the student should not take the NYSITELL as he or she does not have language acquisition needs, the principal will review this decision to either accept or reject it. If the principal accepts this recommendation, it is then sent to the superintendent's designee for final approval within a 10 day timeframe. Once approved, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL answer sheets are scanned and the scores indicate the student's level on language proficiency, all parents of those students eligible for services receive notification within 5 days of the scoring. Parents are given the Parent Entitlement Letters with the Parent Survey and Program Selection Forms attached--all forms are in the parents' preferred language. A date for an orientation meeting is listed on the letter, and the parent coordinator follows up with each parent beforehand to make sure they attend, or schedules a separate meeting with the ENL/ESL teacher for a time that works with their schedule. It is at these meetings when the surveys and program selection forms are collected by the ENL/ESL teacher and filed with past forms in the main office. Our ENL/ESL teacher is responsible for the entire process, including updating and maintaining a copy of the letters on file, with the original in the student's cumulative record folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The newly established Re-identification process allows parents to request that the ELL identification process be administered a second time within 45 days of enrollment. Parents are notified of this right in the ELL parent letters (in the parent's preferred language) that include the results of the NYSITELL (for entitlement or non-entitlement). Once the school gets a written request from the parent the documents and student work are reviewed and the procedures set forth in CR Part 154 are followed. Our ENL/ESL teacher is responsible for this process as well.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After ELL status has been determined for students entering our school, orientation sessions for the parents are held within 14 days of enrollment. These orientations are led by the ENL teacher in order to thoroughly discuss and explain NYC DOE ESL program choices: Free-Standing ENL, Transitional Bilingual (TBE) and Dual Language. Parents are notified of these meetings by entitlement letters written in their language of choice (as indicated on the HLS form) and this letter includes the Parent Survey and Program Selection forms. Staff members or the Translation and Interpretation Unit provide any necessary translation and interpretation during

these meetings. We make use of the DOE provided online videos and brochures to help parents understand the three program choices the DOE offers. In addition to the video and brochure our ENL teacher and parent coordinator provide more detailed explanations and answer any questions the parents may have. If parents cannot attend the scheduled orientation, outreach is made via phone calls, face-to-face talks during dismissal and arrival times to secure a time that works for the parent.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that Parent Surveys and Program Selection Forms are returned, the ENL teacher collects these at the parent orientation session. If for some reason the forms are not collected at the orientation nor within 5 calendar days, the ENL teacher works with the student's classroom teacher to remain in touch with the parent and collect the forms. Since we do not offer a Transitional Bilingual program (TBE) at P.S. 15, the default program is ENL and the student's services begin right away. Program choice is entered in ATS and this information is shared with the Academic Cabinet team.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents of students that have not turned in their survey and selection forms receive phone calls (made by a staff member who speaks the parent's preferred language) possibly from our parent coordinator, or the classroom teacher to speak to these parents directly in order to collect these forms. These attempts are documented and placed in the file/record folder as well.
9. Describe how your school ensures that placement parent notification letters are distributed. Once NYSITELL or NYSESLAT results reveal the student's English proficiency level for that school year, the ENL teacher distributes the parent notification letter (in the preferred language of written communication of each parent), with a copy going into the student's cumulative record folder and another going into the school's file in the main office. Parents may receive these letters directly from the ENL teacher during the weekly parent-teacher meetings offered at P.S. 15, or they sent home with the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in the student's cumulative record folder, with copies stored in a central location on file in the main office. ELL documents include: Home Language Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter, Continued Entitlement Letter, Non-entitlement Letter, and the Language Proficiency Team NYSITELL Determination Form. As always, all forms are provided to parents in their preferred language of written communication and the organization of these documents is overseen by our ENL/ESL teacher with support from our school secretary .
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. To administer the NYSESLAT to all eligible students, our ENL teacher, Ms. Dervish attends training with our literacy coach and together they turn-key, sharing all relevant information with our testing coordinator Ms. Marie Sirotniak, and any other teachers involved in the testing. To create a testing schedule, our ENL teacher first downloads the NYSESLAT Eligibility Roster from ATS that lists all students eligible for the NYSESLAT. With that roster, a schedule and recording form is created with a space to record the date each session of the test is administered to each student. Using that record form to organize testing dates information, each child is given all sections of the NYSESLAT every spring as required by the state, and following the procedure described by the state which includes administering the speaking section individually. Since the NYSESLAT had been restructured, the listening, reading and writing sections are given together in one booklet and the ENL/ESL teacher uses the above checklist to ensure that each student has taken all booklets the state requires. The literacy coach, SETSS teacher or dual language teacher score the speaking portion as the ESL teacher administers it. The other sections of the NYSESLAT are administered by either the ESL teacher, Literacy Coach, SETSS teacher or dual language teacher and, of course, are given according to procedures established by the state. All testing records are overseen and managed by our Testing Coordinator.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. By September 15, Continued Entitlement letters or Transitional Support Parent Notification letters will be sent (in the preferred language of the parents) to the parents of ELLs to let them know the level of support their child will receive for the school year. Our ENL/ESL teacher is responsible for this action.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In the 2014-2015 school year, out of 9 new admits to our school, 4 chose ENL and 5 chose the Spanish dual language program. Of the 4 that chose ENL 1 child is Spanish speaking and the others speak Arabic. Therefore, the majority of our new admits who speak Spanish are choosing the dual language option, which demonstrates the parent's support for our Spanish dual language program as it expands to 2nd grade this year. Parent choice is discussed with the academic cabinet to monitor trends and understand what needs we may have for future programs. The main trend we notice is that there is a larger number of native English speaking families interested in enrolling in our dual language program. Therefore, we reserve spaces for our native Spanish speaking students to ensure

the 50/50 language balance, and hold parent meetings and individual outreach to parents of native Spanish speakers during kindergarten enrollment season.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

Our ENL program provides instruction in English with home language support. It is delivered by a certified ENL teacher, Ms. Alev Dervish. Ms. Dervish coordinates with the classroom teachers and content-area cluster teachers to align her service with the Common Core Standards and content curriculum of each grade. The groups are mainly heterogeneous, but there is a group that is put together to serve just needs of newcomers with a beginning proficiency level and another group to serve ELLs whose assessments and IEPs reveal the need for targeted academic intervention. In many cases students are grouped across 2 grade levels. For example there is a group of kindergarten and first graders, and another combining third and fourth graders. These groups allow for small group work and student partnerships. In addition, the ESL teacher pushes into mixed-grade K-2 and 3-5 classes and leads whole class lessons in content areas and literacy that are structured and differentiated to support the ELLs. Also, our ENL teacher plans with our science cluster teacher and pushes in to science classes to support 3<sup>rd</sup> and 4<sup>th</sup> grade ELLs in the whole-class setting.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

The goal of the Spanish Dual Language program at P.S. 15 is to develop bilingual and bi-literate students. Our program follows a partial immersion program with a 50/50 model of instruction provided by one bilingual classroom teacher. Fifty percent of the instruction is conducted in English and fifty percent in Spanish. The method of delivery is a roller coaster model with the day split in half, alternating the language of instruction that begins each day. The student make-up of the class is about fifty percent native English speakers and fifty percent native Spanish speakers.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Dual language teachers are aware of their ELL students' language proficiency and required instructional time that goes with it. Whether stand-alone, integrated ENL or the flexible scheduling, our 50/50 model of alternating the language of instruction each day teaching allows for these students to receive their mandated ENL instruction in the manner it is to be delivered. Throughout the school year, the ENL teacher meets with the Dual Language teachers to do a time check and periodically audit the weekly schedules to ensure that students entitled to ENL services are receiving the proper amount of ENL instruction within the class. In our Freestanding ENL program, the students receive the required amount and type of instruction that their proficiency level determines: 360 minutes for students performing on Entering and Emerging levels with a minimum of 180 minutes of that as integrated ENL, 180 minutes of instruction for students performing on levels Transitioning and Expanding-- at least 90 minutes of which is integrated instruction for students within the Transitioning proficiency level and all 180 minutes of integrated instruction for students who scored within the Expanding level. Finally, students who have tested out of ESL services and scored within the Commanding proficiency level on the NYSESLAT receive 90 minutes of integrated instruction per week. Our ESL teacher is dually certified with a license to teach elementary grades and ESL, therefore she delivers both ESL language and content-area instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All instruction in the content areas delivered in our Dual Language classrooms and by our ESL teacher is delivered through a balanced approach to further a student's English language proficiency while developing specific knowledge in the areas of science, art, math and social studies, while rooted by the Common Core Standards. Our Dual Language teachers also support their students as they build their Spanish academic vocabulary as well. Through shared and close reading of sophisticated texts combined with hands-on activities and supports centered around academic vocabulary development our ENL and Dual Language

teachers help students build the necessary schema our students need to understand content area lessons and concepts. Realia, videos, photographs, time lines, historical documents, graphic organizers, differentiated assignments, computer software and anchor charts provide strong supports within the classroom for students to use during lessons, group and independent work.

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

We use a variety of resources to evaluate Spanish language skills for our Spanish speaking students. The Spanish LAB is given to students upon enrollment. This is used as an instructional resource to help our ENL, dual language and classroom teachers better understand their student's academic background in their native language. In our Dual Language classes, the Fountas and Pinnell Benchmark Assessments are given in Spanish to assess phonemic awareness, phonics, comprehension and fluency. The Estrellita program has benchmark assessments to monitor progress of Spanish early literacy skills while Go Math assessments, standards-based writing rubrics and other teacher-made assessments are given in Spanish to assess mathematics and writing skills

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

The Common Core learning standards provide a framework to teach listening, speaking, reading and writing across the grades. This allows for classroom teachers to plan for, teach and assess all modalities. Our ENL and dual language teachers use a variety of materials such as standards-based checklists, rubrics matched to language proficiency levels and assessments that align with the NYSESLAT scoring rubrics to monitor progress in all modalities. Students are assessed at the beginning of the school year and again at each marking period when reports cards are given.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation of instruction for our ELLs is a priority. ELLs identified as SIFE are offered additional support in their native language through the use of our multilingual staff members. Our parent coordinator reaches out to these parents to see if they need additional support at home, as well. Our instructional plan also includes providing support for these students and our newcomers in a number of ways. In their classrooms, if possible, they are paired with students who speak their native language, and if available, classroom teachers or support staff who speak their native language. To support daily instruction, the ENL teacher provides professional development to classroom and cluster teachers on ESL methodologies so the students may learn their grade-appropriate content, but with a high level of support through visuals, videos, illustrations, maps, charts, word banks, and graphic organizers. Assignments and activities are modified so the student may participate in all aspects of curriculum. During the mandated ENL time, the instructor will take special care to create lessons that support classwork, build background knowledge and vocabulary, and allow time for questioning and discussions to help the student find success in his or her classroom.

For Newcomer ELLs in our Dual Language program, the entire room and community acts as a support system. The rooms are well organized and labeled with pictures and both Spanish and English words. The students work with partners and in small groups, with assignments modified to support independent work. Once the students are assessed, teachers may tailor their instruction to meet the students' needs. Hands-on projects, multidisciplinary thematic units, fine arts instruction, a print-rich environment and focus on developing content area vocabulary are a large part of the Dual Language curriculum

For Developing ELLs, students receiving service over 3 years, additional instruction in vocabulary development and test-taking strategies are offered by our highly qualified literacy coach. Specifically targeted professional development is also provided to the teachers of these students.

Our ENL teacher meets with the teachers of former ELLs to share past assessments and progress the student has made. As mandated by CR Part 154, former ELLs continue to receive ENL instruction 90 minutes a week for 2 additional years along with the mandated testing accommodations that are allowed by the state.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

To ensure that any student undergoing the ELL re-identification process does not have their academic progress adversely affected the principal will consult with our ENL teacher, the child's classroom teacher, the parents/guardians and the child as well. Literacy and math assessments will be reviewed along with the mid and end-of-unit assessments including exit tickets, quiz grades and checks for understanding. If the principal finds that there have been any negative effects on the student's academic progress, she will make sure the school provides additional support services, and if appropriate will meet with the superintendent to reverse the determination within the 6-12 month period.

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

We use a variety of age and grade-appropriate instructional materials to support our English language learners. We have school-wide subscriptions to a variety of online programs that can support all students, but a few in particular provide targeted support to our ELLs-SWDs. Pebble Go is an online application—specifically designed for Grades K-3 that is accessible to all learners as it provides multimodal texts in the content areas of science and social studies. Through pictures, texts, videos, graphics, games and a verbal option, students are able to hear the words spoken, better understand content and construct meaning of new concepts. We have also expanded the subscription to Pebble Go Plus, which features social studies content for students in Grades 4-6. RAZ kids, a website that supports independent reading with texts in English and Spanish on the student's level (therefore always grade appropriate) provides opportunities for students to listen to fluent reading, record their own reading and monitor comprehension through short quizzes at the end of each text. The children may also access these programs at home or the public library. New this year is our subscription to Brain Pop. BrainPOP engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, and more. The material includes topics within Science, Math, Social Studies, English Language Arts, Technology, Engineering, Arts, Music, Health, Reading, and Writing. It is carefully mapped and aligned to the Common Core standards and is available in Spanish, which benefits the majority of our ELL students. There is an additional support called BrainPop ESL for all ELLs as it teaches the English language through movies, quizzes, language tools and games.

High quality literature that includes an emphasis on multicultural themes and nonfiction is part of our balanced literacy instruction to provide relevant reference points for our ELLs. The Benchmark series English Explorers provides multi-level texts, visuals and software to allow students to experience grade appropriate content-area subjects on their proper reading level, with built-in visual and vocabulary supports. All teachers have access to Smartboard technology to help them provide visuals aids (pictures and video clips) that enhance the curriculum by providing clarity to new and challenging topics. When available or mandated, native language support is offered through alternate placement paraprofessionals and staff.

Two instructional strategies teachers use school-wide stem from our work with literacy expert Tony Stead. To develop content area vocabulary across all grade levels, including Pre-K, teachers employ the use of Alpha Boxes. In grades PK-2 the classes display enlarged charts to alphabetically organize content-area vocabulary for each thematic unit of science and social studies. In Grades 3-5 students are taught how to collect and manage their own cache of theme-based vocabulary. This gives all students a tool to use when speaking and writing about the topic.

To structure the way students read and discuss nonfiction texts, all teachers use the RAN chart: Reading and Analyzing Nonfiction. This chart is modified depending on the grade level of the students. It is an improved version of the KWL chart. First, students record what they think they know on a given topic (allowing for students to guess instead of having to be certain right up front) then, as they research the topic through read alouds, shared reads or independent reading, they check this information and sort it in two sections, either Confirmed or Misconceptions. The chart also contains a column to record any new facts and another for the students' wonderings, to further their curiosity on the subject. This strategy for researching content area topics allows for a more active approach in the process and provides a structure that allows student to summarize their new learning and reflect on how much they've learned.

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

It is important to note that all teachers and support staff who serve these students are given time to read the IEPs and understand the students' goals. Our school allows for scheduling flexibility to help our ELL SWDs flourish. After initial assessments are analyzed in the fall (and benchmark assessments are analyzed throughout the school year) a plan is put into place to provide mainstreaming opportunities for our ELL-SWDs when appropriate. Our ENL teacher works closely with the students' classroom teachers, cluster teachers, paraprofessionals and related service providers to plan and deliver lessons that target language development and align with IEP goals and school curriculum. Our SETSS teacher often integrates ELLs- SWD into her small groups to provide additional support in varied settings, whether pull-out or push-in. Our literacy coach provides additional push-in and pull out services as well in all content areas. Our literacy coach and our ESL teacher make themselves available to support teachers who need help planning lessons and together they provide professional development sessions to assist the teaching staff as they best meet the needs of all of their students, especially ELL-SWDs. The School-based Support Team, which includes a bilingual social worker and school psychologist, determines the program needs (ICT, Special Class, or SETSS) for any ELLs who undergo an evaluation for special education services.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

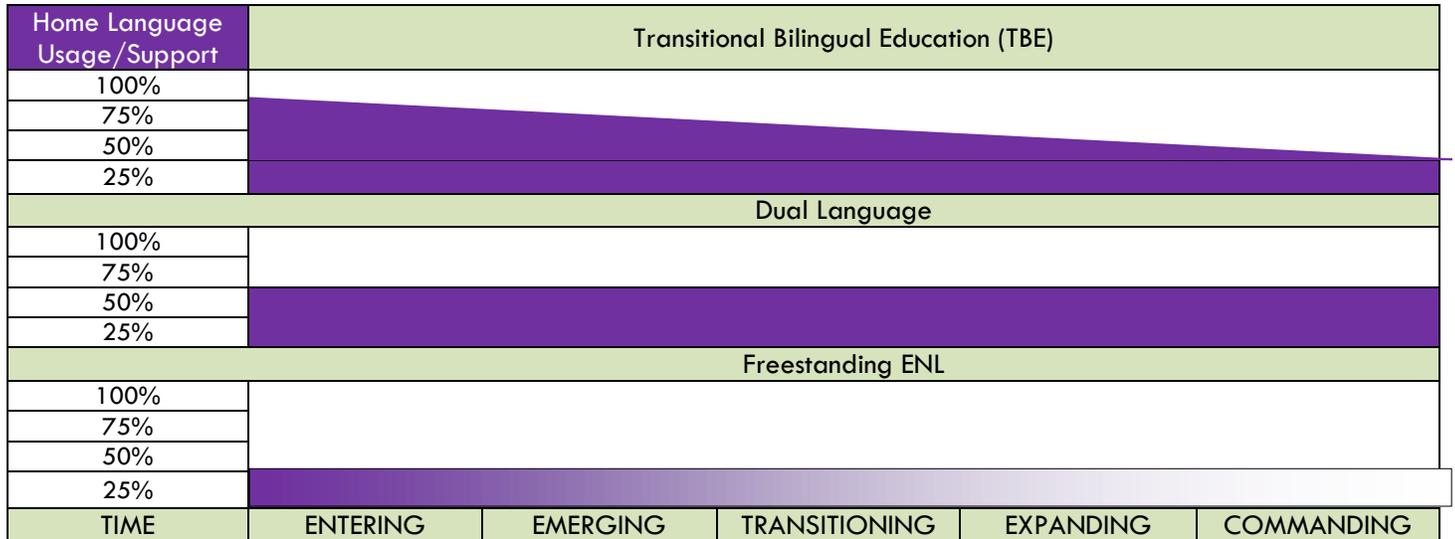


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. We use a variety of targeted intervention programs for our English Language Learners. Our ENL teacher employs the use of many programs and approaches once she assesses the needs of her students. Some programs include: QuickReads, Wilson Foundations, strategies from Reading Recovery, and teacher-designed activities based on the students' assessment results, teacher observations and collaborations with the classroom teacher. Our ENL teacher also employs the use of vocabulary development strategies to support grade-level science and social studies content based on the approach designed by Dr. Kate Kinsella.

ELL children are also included in a push-in/pull-out program during the school day where additional small group instruction is provided by the literacy coach and SETSS provider. The SETSS teacher and literacy coach provide academic intervention services to our ELLs in grades 3-5, while the classroom teacher and ENL teacher serve all subgroups of ELLs. These academic intervention services are provided in English with support from the alternate placement paraprofessionals when mandated. In our Dual Language classes, the teachers have the opportunity to provide targeted intervention in the student's native language (Spanish) and English if necessary. The Fountas and Pinnell Leveled Literacy Intervention program, Estrellitas Intervention and Go Math intervention materials are available for the teachers to use as needed.

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

In past years, our ESL/ENL teacher was granted the flexibility to create units of study that correlate directly to grade-specific content area subjects. She blended language development activities with content area instruction through group work, the arts, project-based learning, guided and close reading of texts which allows her to reach students with varied learning styles. The students are enthusiastic to attend their after school Title III program as measured by their attendance and they enjoy sessions with their ESL teacher during the school day as well. Our classroom teachers are aware that they too, are responsible to provide support to their ELL students. The current program will change this year according to the newly revised mandates of delivery of instruction, however our ENL teacher plans to work closely with the classroom teacher and teachers of content areas (science and art) to provide a rich integrated teaching experience for our ELLs.

NYSESLAT results reveal 7 current ELL students who participate in Freestanding ENL falling in the Entering and Emerging categories, 4 are NYSAA students, 2 are SWDs and 1 is a GE newcomer. Of our 9 currently enrolled ELLs falling participating in Freestanding ENL within the Transitioning to Commanding proficiency levels, 4 are general education students and 5 are students with disabilities. This does reveal that our ELLs do achieve higher levels of proficiency even when faced with the evolving NYSESLAT over the years and the completed roll out of Common Core Standards. In our dual language program, we have an increased number of bilingual students indicating that program's success.

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

As we enter the third year of our federal magnet grant, we will continue to see changes and improvements to our curriculum. We are continuing a new program in the fourth grade that is rooted in project-based learning and community partnerships with entrepreneurs called Big Idea Week and we are adding another partnership with local architects and our science teacher to add the engineering and design component to our STEM instruction. In the area of mathematics, we are adding an interactive component to our math program called Number Corner which introduces, reinforces and extends math skills and vocabulary through discussion and problem solving. An emphasis on supporting teachers to maintain a strong reading workshop in their classrooms will be rooted in a professional development partnership with literacy expert Tony Stead. Our literacy coach will begin Orton-Gillingham service to those students whose IEPs recommend such service and we do have ELLs with disabilities who are in need of this approach.

Finally, our Dual Language program will expand to serve students in grades PreK through Grade 2 this year.

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

We do not intend to discontinue any programs or services for our ELL students this year.

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

All ELL children are afforded equal access to every ELL program in our school. They are included in all extra-curricular activities such as; band, chorus, dance, fine arts, after school enrichment clubs, enrichment through the School-wide Enrichment Model and Big Idea Week. We partner with Young Audiences New York, Marquis Studio, Cookshop, Added Value Farm, Puppetry Arts and Studio in a School to enrich all classes in the building. We provide a special bilingual Spanish/English movement arts program through Marquis Studio to classes in our building with ELLs. It provides a time where our Spanish-speaking ELLs (the dominant second language in the building) are the stand-outs in the class, helping their classmates learn new words and practice pronunciation. Dance residencies with Young Audiences New York are especially beneficial to our ELL students as they provide a way for students to learn and express themselves while supporting a variety of learning styles including aural, physical, social and visual.

The Family Link program through Young Audiences New York offers additional opportunities of engagement for both ELL children and their parents through engaging parent/child workshops and does so with trained bilingual instructors. Our school partners with

Good Shepherd Services, an organization that provides afterschool programming seven days a week, who employ bilingual staff members that can provide translation for the students when necessary.

In March we will provide a Saturday program to help students in grades 3-5 prepare for upcoming state tests. This allows for students to have experience with material that is similar to the test, provide practice with strategies and hopefully relieve any stress or nervousness that these tests cause. Last year 4 of the 6 ELLs in grades 3-5 that take the NYS test attended these sessions and they will be provided again this year. In addition, like last year, this year our ELL students in grades K-5 will be invited to attend a weekly Title III program that combined the arts and vocabulary development. This program invitation is sent to the parents in the language of their preference, and includes information about a parent-child art workshop to launch the program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

Instructional Materials:

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

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

Wilson Language Systems and Wilson Language Foundations

Month-by-Month Phonics- a hands-on word study program with developmentally appropriate and context rich activities to support the instruction of sight words, word patterns, rhymes which supports students in their reading and writing.

Making Meaning-- a reading comprehension curriculum that has a dual focus of academic and social/ethical learning

Discussions for Learning: an oral vocabulary and language program based on the fine arts.

Go Math- Available in Spanish and English

Number Corner from the Math Learning Center

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

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

Rigby Leveled Books for guided reading

Teacher's College Units of Study for the Reading Workshop

QuickReads-- a program our ENL teacher uses that is comprised of nonfiction passages that reinforce the teaching of academic vocabulary, reading comprehension and fluency

Computer/Tech Resources Include:

Pebble Go and Pebble Go Next -online literacy resources for grades PreK-6that features expertly leveled text on the topics of animals, earth, space, biographies and social studies. It has navigation tools designed for young learners and its supports include text highlighting, audio and video clips.

Discover Education: digital resources for teachers and students that include texts, virtual experiences, standard-aligned content, assessments and professional development.

RAZ Kids, a guided reading program with interactive books, downloadable books and quizzes in both English and Spanish

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

Brain POP

Smartboard technology

laptops

tablets

Listening Centers

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

It is a priority to ensure that all services and resources are age and grade appropriate. Grade levels and student ages are taken into consideration when planning units of study, ordering new materials and grouping students for instruction. For example, although students may have scored within the same proficiency level on the NYSITELL or NYSESLAT, this does not mean they have the same needs. For example, an older newcomer may not be grouped with a younger ELL unless careful planning and differentiation provide a meaningful learning experience for all involved. Grade-level themes are used in the planning of all content area instruction for our ELLs; it is their language proficiency level that dictates the level of supports (graphic organizers, photographs, video clips, songs, source materials, etc) that will be put in place so they may participate in the lessons and activities. To best reach our SWDs, teachers align instruction with IEP goals, common core standards and grade appropriate content. They plan additional lessons to frontload vocabulary and establish background knowledge in the subject area. This allows for lessons to be accessible to our ELLs with disabilities. .

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

School tours are given by appointment by our parent coordinator, Ms. Judy Reis at any time during the school year. Due to contract and budget constraints, and the years of construction during the summer that have gone on and are still going on since hurricane Sandy destroyed the heating and other systems in our building, it has not been possible to provide any specific summer activities. ELLs who enroll throughout the school year are immediately made a part of our P.S. 15 community. We assign class buddies to provide support during the day, and make good use of bilingual staff members to support these students in a variety of ways including class visits to answer student questions and help promote communication with the teacher and between teacher and parents, and explain procedures such as fire drill, recess rules, lunch routines, etc

19. What language electives are offered to ELLs?

None at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The goal of the Dual Language program at P.S. 15 is to develop bilingual and bi-literate students. Our program follows a partial immersion program with a 50/50 model of instruction provided by one bilingual classroom teacher. Fifty percent of the instruction is conducted in English and fifty percent in Spanish. The method of delivery for all classes is a roller coaster model with the day split in half, alternating the language of instruction (LOI) that begins each day. The student make-up of the class is about fifty percent native English speakers and fifty percent native Spanish speakers.

In all areas of instruction, (morning meeting, shared reading, reading workshop, read alouds, writer's workshop, science, social studies, mathematics) the language of instruction (LOI) alternates with the roller coaster model. At this time, word study and emergent literacy skills (print knowledge, alphabet awareness, phonological awareness, phonemic awareness) are delivered through simultaneous Native Language Arts/ENL instruction. However, there is differentiation of instruction and small group work based on assessments of each student's early literacy skills. Our dual language teachers plan together and meet as a team to discuss programming decisions and are open to changes in delivery of ENL/NLA instruction as the program evolves.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development plan for ELL personnel begins with a needs survey to identify the areas where our teachers would like to grow. Once teachers' needs are known, they are enrolled in the wide variety of workshops offered by the NYC Department of English Language Learners and Student Support throughout the school year that match those topics. In addition, the ENL teacher and Dual language teachers meet throughout the year to discuss the needs of their programs and with the principal, make a plan to address those needs. Time is available each week on Mondays and Tuesdays after school for teacher teams and PD sessions to take place and the principal encourages teachers to attend off-site professional development sessions that will support their growth as professionals. Some workshop topics that are planned this year include, but are not limited to: early literacy skills, curriculum mapping, project-based learning, using technology in the classroom, IIR research techniques, Number Corner, guided reading, understanding Dyslexia, planning for ELLs in the mainstream classroom, STEM units of study, fine arts, performing arts, and nonfiction writing.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The school's professional development program for our ENL teacher and all teachers of ELLs including classroom and cluster teachers, guidance counselor, parent coordinators, related service providers, intervention coordinator, and paraprofessionals (our school does not have an assistant principal) includes, but is not limited to the professional development sessions offered by The Department of education in addition to professional learning that is organized in-house including the hiring of specialists to deliver workshops, taking advantage of any resources or workshops offered by our Magnet Resource Supervisor and school staff who often turn-key a variety of PD sessions based on their expertise throughout the school year. This year, our ENL teacher is especially interested on attending more training to support ELL-SWDs and RTI for ELLs.

We also have plans in place for our staff to receive training from our ENL teacher. She will provide a series of workshops to help teachers and paraprofessionals of ELLs best support these students as they tackle the rigorous work required by the common core standards. Topics will include: differentiation techniques for content areas (science and social studies) using graphic organizers and word banks to support the writing process, and prompts to use during reading conferences. To prevent unnecessary referrals for special education services a series of PD sessions will be offered including RTI for the ELL and understanding the differences/ characteristics of students with disabilities and the ELL learner. We have partnered with literacy expert Tony Stead to provide targeted instruction to our teaching staff in the reading workshop, specifically guided and independent reading which will directly benefit our ELL students. In addition, ongoing professional development through our magnet grant will include addressing the topics of STEM, project-based learning, school-wide enrichment model, all hands-on approaches that will again, directly benefit our ELL students.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Additional professional development is provided to staff as children transition from elementary to middle school. Grade-specific benchmarks are reviewed and additional strategies are introduced to the teachers to ensure an easy transition for the ELL student. Our guidance counselor, Gillian Turner, and parent coordinator work together to provide parent workshops and private meetings to make sure parents get the information they need about the middle school process, translation is provided. The guidance counselor researches and visits middle schools to discover which best serve ELLs so she may help the students and their families make school selections for middle school. In addition, she attends workshops given by the DOE that are geared towards helping ELLs make the transition from elementary to middle school. Some workshops our guidance counselor attends address the following topics: helping parents navigate the middle school application process, and understanding the rights of ELL students in the public school system.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As explained above we provide professional development to all teachers and administrators that specifically address the needs of English Language Learners. At least 15% of PD hours provided address best practices for ELLs and language acquisition. For our dual language teachers and ENL teacher, at least 50% of their PD hours address best practices for the teaching of ELLs including, but not limited to, co-teaching strategies, and integrating language instruction into the content areas.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The newly implemented weekly parent-teacher time each Tuesday allows for our ENL and dual language teachers to set up individual appointments and provide group workshops to meet with our parents of ELLs. In the fall, meetings will be held to review and explain NYSESLAT results the newly established language proficiency levels, the year's content area themes and the types of programming the students will receive. In order to make sure parents can fully participate in these meetings, they will be given in the parent's preferred language of oral and written communication. For example, meetings for the parents of our ELLs in the dual language program will be given in Spanish by our dual language teachers. For parents whose preferred language of communication is Cantonese, Mandarin, Arabic, Fulani or any other language, the ENL teacher will co-present with bilingual staff members or arrange for a hired interpreter to attend and support these sessions. Attendance sheets from all parent meetings are kept on file for each school year. Documentation of parent outreach is recorded by the staff doing the outreach and these documents are kept either in cumulative records or in ELL files for that school year, depending on which is appropriate. For example, outreach in regards to parent surveys and selection preference is logged and kept in a file with a copy of that year's surveys and selection forms

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All parents, including parents of ELLs are invited (in written notification in the language of preference) to attend the many activities and programs provided throughout the school year both during and after school and on weekends. The parent coordinator, school staff or someone from the office of Translation and Interpretation provide translation at these events. These programs include; PTA meetings, nutrition and cooking workshops through Cornell and Cookshop, Studio in a School family art workshops, weekend Family Stewardship Days where we clean up our school yard and gardens, Monthly Family Friendly Fridays ( in the lower grades), participation in Family Link with Young Audiences New York and workshops lead by the Center for Integrated Teacher Education.. Parents are invited to all assemblies, classroom presentations, art celebrations and band performances that consistently include our ESL population. We have an active PTA with a bilingual president who through her language skills or those of an interpreter, makes sure new families feel welcome and that there is no language barrier preventing active engagement in the school. It is the goal of our PTA to create a welcoming environment for all families and to empower them with the tools of learning while making it fun.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? There is a strong link between the school and our in-house community-based organization, Good Shepherd Services who provide both educational and family support with translation available. One special initiative with Good Shepherd and our PTA is a Family Arts Night, a bilingual parent/child art workshop. Red Hook Initiative, another community-based organization offers outreach and support to our parents as well. As listed above, we have partnerships with several community-based organizations and arts partners that provide workshops including, Cookshop, Young Audiences New York, Marquis Studios, the Center for Integrated Teacher Education, and Brooklyn Youth Chorus. Due to parent interest, our kindergarten dual language teacher met with and arranged for an instructor from the Brooklyn Public Library to provide three sessions of parent/child Spanish workshops this summer.

5. How do you evaluate the needs of the parents?

We gather information in a variety of ways to evaluate the needs of our parents. A few include:

A careful examination of the NYC Annual School Survey results each fall by our academic cabinet team and parent coordinator, parent feedback at PTA and SLT meetings and our parent coordinator's anonymous parent surveys that are given periodically.

With this work, we are able to evaluate the needs of our parents to decide which programs to provide. For example, in the past, parents voiced a need for aftercare in the early grades. P.S. 15, responded by offering a two-day a week aftercare program for grades prekindergarten and kindergarten which has since expanded to 3 days a week. Another way our parent coordinator gages parent interest begins at the parent welcome breakfast held each fall. Large posters explaining various activities and classes are posted in the room with sign-up sheets for each. This year's topics included: nutrition, GED classes, Adult ESL classes, school stewardship/gardening, and support for families of the special needs child. To this end, we will have both GED and ESL classes for the parents of our students this school year.

6. How do your parental involvement activities address the needs of the parents?

Our parent involvement activities are directly related to the needs we've uncovered doing the activities outlined above, with the anonymous surveys our parent coordinator gives, and her welcome breakfast with parent interest sign-up sheets. Additional feedback from the parent coordinator, school guidance counselor, and teaching staff guide the planning of these activities as well. For example, after speaking with parents of ELLs and bilingual students during pre-registration, the dual language and ENL teachers noticed that some parents are hesitant to place their children in a dual language program. Therefore, we are arranging for increased parent workshops and outreach to help native Spanish speaking parents understand the characteristics and benefits of a dual language program. It is our intention to answer questions from prospective parents, and have other parents whose children participate in the program share their experience and expertise alongside the teachers.

#### **D. Additional Information**

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

Paste response here:

**School Name: P.S. 15K****School DBN: 15K015**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peggy Wyns Madison	Principal		10/30/15
	Assistant Principal		10/30/15
Judy Reis	Parent Coordinator		10/30/15
Alev Dervish	ENL/Bilingual Teacher		10/30/15
Caitlin Cassaro	Parent		10/30/15
Isabel Castano	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
Marie Sirotniak	Coach		10/30/15
	Coach		1/1/01
Gillian Turner	School Counselor		10/30/15
Anita Skop	Superintendent		10/30/15
Bernadette Fitzgerald	Borough Field Support Center Staff Member _____		10/30/15
Denise Leonard	Other <u>Magent Resource</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K015** School Name: **P**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Home Language Survey and the Parents' Preferred Language Form provide the data that is used to identify both oral and written language preferences of the parents. This data is included on the Emergency Contact Cards to make sure school staff are aware of the best way to communicate with the parents. It is included in the child's cumulative record folder so classroom teachers are also aware of the oral and written language preferences of the parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

2. The preferred languages found among the P.S. 15 community include: English, Spanish, Arabic, Mandarin and Cantonese.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that contain information about school programs, curriculum, and events are distributed to parents throughout the school year. A monthly event calendar is sent home at the start of each month describing all school events. Included with the event calendar is a newsletter that includes updates on each grade's- units of study, and messages from our guidance counselor, school nurse practitioner and principal. Parents also receive notification about state testing, after-school programming, parent-teacher conferences, student performances, parent workshops and special events.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal meetings for parents include four yearly meetings for parent-teachers conferences and curriculum review. Students with disabilities have annual meetings with their teacher and/or our special education liaison and School Based Support Team. During these meetings, bilingual glossaries for special education terminology are available to the parents. Teachers are also available to meet with parents by appointment every Tuesday afternoon. In addition, there are monthly PTA meetings and monthly workshops on a variety of themes curated by our parent coordinator. Additional interactions include, but are not limited to, calls from our attendance teacher and guidance counselor.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will use a variety of resources to meet the translation needs the above requires. We call on our bilingual staff members (parent coordinator, teachers and paraprofessionals) in the case of providing written translation for important documents or written communication. Translation services will also be provided by the Translation and Interpretation Unit to help with the written translation of documents. We will make every effort to provide translated documents in a timely manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In regards to oral interpretation needs, we will again make use of our bilingual staff members, which include: a number of teachers, paraprofessionals, school aides, our nurse's assistant, school psychologist and social worker. When necessary, we also will use over-the-phone interpreters via the Translation and Interpretation Unit.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have put together a packet in the main office where all staff can access the language ID guide when needed during any interaction with parents. Our parent coordinator is the Language Access Coordinator and has shared her resources with our ESL teacher. During school-wide PD sessions, the ESL teacher will ensure that all staff members are aware of how to use the translation and interpretation services available in-house and through the T&I Unit, as well as make known the availability of the bilingual glossaries of DOE terminology and additional resources provided by the T&I Unit on the DOE intranet.as well as make known the availability of the bilingual glossaries of DOE terminology and additional resources provided by the T&I Unit on the DOE intranet.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill parental notification requirements for translation and interpretation services by first making every staff member aware of them. Section VII of CR A-663 will be reviewed during a school-wide professional development sessions. We will make use of the checklist above to ensure that all aspects of parental notification are properly addressed. Our parent coordinator is the designated Language Access Coordinator, and together with the ESL teacher they will ensure that our parents are provided a copy of the Bill of Parent Rights in their preferred language of communication. Signs are posted at and near the primary entrance of our school that indicate the availability of interpretation services. An I Speak card and Language identification Guide are at the security desk and in a visible designated area in the main office with other language access materials to support parents. In addition, our school's safety plan includes procedures to support parents in need of language access services so they always have access to reach the school's administrative offices, including the guidance office and School-Based Support Team.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During Open School Nights we will gather feedback from parents via written anonymous surveys on the quality and availability of translation and interpretation services. We will also use the results of the DOE School Environment Survey as well.