

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

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

**18K115**

**School Name:**

**P.S. 115 DANIEL MUCATEL SCHOOL**

**Principal:**

**LOREN BORGESE**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Daniel Mucatel School School Number (DBN): 18K115  
Pre-K through grade 5  
Grades Served: \_\_\_\_\_  
School Address: 1500 East 92<sup>nd</sup> Street  
7182411000 7182091714  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Loren Borgese Email Address: Lborgese@schools.nyc.gov  
Principal: Loren Borgese  
Miguel Santa  
UFT Chapter Leader: \_\_\_\_\_  
Joyce Johnson  
Parents' Association President: \_\_\_\_\_  
Jennifer Troman  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Joyce Johnson  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 18 Superintendent: Beverly A. Wilkins  
1106 East 95th Street, Brooklyn, NY 11236  
Superintendent's Office Address: \_\_\_\_\_  
BWilkin@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-566-6008 718-649-7074  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
1106 East (5<sup>th</sup> Street, Brooklyn, NY 11236  
Director's Office Address: \_\_\_\_\_  
Cherylwatson@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 718-759-4862

Fax: 718-759-4960

## 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)
Loren Borgese	*Principal or Designee	
Miguel Santa	*UFT Chapter Leader or Designee	
Joyce Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Joyce Johnson	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	
Rosett Mclean	Member/ Parent	
Tina Estrada	Member/ Parent	
Gemma Barclay	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Praewpan Ash	Member/ Parent	
Abigail Antrobus-Vann	Member/ Parent	
Rohan Guscott	Member/ Parent	
Tamilla Trapp	Member/ UFT	
Sandra Robinson	Member/ UFT	
Debbie Marra	Member/ UFT	
Ivelisse Fanas	Member/ UFT	
Jennifer Troman	Member/ UFT	
	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. 115 is an elementary school in Canarsie, Brooklyn that serves students from Pre-Kindergarten through grade 5. We host six Pre-Kindergarten classes, as well as Citywide Gifted and Talented for grades K-5. In addition, each grade contains an in-house gifted class, as well as an ELL concentrated class, and an Integrated Co-Teaching (I.C.T.) class. There are 5 self-contained special classrooms; a Kindergarten class, a 1/2 bridge class, a 2/3 bridge class, a 3/4 bridge class and a grade 5 class.

P.S. 115's mission is to measure our successes one student at a time, by providing a rigorous curriculum that ensures all students S.H.I.N.E. academically and socially. With collaboration between home and school, students will become lifelong learners who are college and career ready. In an effort to infuse our vision and mission for all children at P.S. 115, we recognize the importance of meeting students' needs, and learning styles. Incorporating the arts disciplines is a key factor to student success at P.S. 115. To that end, we have licensed dance, art, and music teachers, as well as multiple residencies such as African Drumming, Studio in a Schools, American Ballet Theatre, as well as Marquis Studios. In addition, a team of fourth and fifth grade students participated in the Odyssey of the Mind competition. This is a international competition, in which student collaborate to work through a given problem. Our team placed first in the state competition and went on to compete in upstate Binghamton, N.Y. for the World Competition.

We are a school of distributive leadership. Teachers and Paraprofessionals, as well as out of class staff members take on various leadership roles to bring vertical as well as collaborative practices within the school building. Along with our mathematics and literacy "think tanks", we have a data think tank, S.H.I.N.E. team, Response to Intervention team, arts team, a gifted and talented vertical team, PD team, and collaborative grade teams.

To ensure that our fourth and fifth grade students are college and career ready, we have implemented a departmentalization program in grades 4 and 5 to help close the achievement gap. Furthermore, we noticed gaps in learning between grades 4 and 5, so we included both grades so that each child has an opportunity to work with an expert in both English Language Arts (ELA) and Mathematics. Teachers work and plan in teams, concentrating their teaching in their area of expertise.

Our Monday afternoons are specifically targeted for teamwork. Teacher survey were distributed and teachers joined teams within their area of expertise. The focus of each team is to study and research best practices and lines of inquiry. Teams will share their findings with the staff. Teachers will work in 6 week cycles to ensure a thorough inquiry based process.

The S.H.I.N.E. Program is a Positive Behavior Intervention Support system that focuses on positive actions of students. It is evidence based and used to provide preventative, positive and behavioral support for all students. The program helps foster self-esteem in individual students, as well as encouraging positive peer interactions. Positive Reinforcement promotes social and emotional competencies individually, whole class and school wide. This program fosters positive experiences among children through pep rallies, rewards, dance parties and other activities.

P.S. 115 values the importance of parental involvement as well as family engagement. We offer a variety of parent and family workshops during morning, evening and weekend hours to accommodate working families. Our workshops

include, but are not limited to; Helping Your Child Succeed on the New York State Tests, Understanding the Common Core, College and Career Readiness for your Child, Helping Your Child With Homework, etc., Additionally, we hold many family engagement activities, such as a Character Day Dance, Family Dance Nights, Saturday Family Drumming Program, Family Math Nights and Movie Nights. Due to a need in our community, we have implemented and now host a Saturday morning General Equivalency Diploma (GED) Program that is run by the New York City Department of Education Office of Adult Education. This program will enable parents of our school community to acquire the intellectual tools needed to help their children succeed.

P.S. 115 works in a partnership with New York University to hold a family program called "ParentCorps". ParentCorps is a social/emotional program for families. It's focus is to work together to engage and support entire communities of parents and early childhood teachers to promote positive home and classroom experiences that strengthen children's early learning, behavior and health. The program runs for 14 week sessions and all family members, including siblings, are encouraged to attend.

## 18K115 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1164	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
				N/A
School Composition (2013-14)				
% Title I Population	70.9%	% Attendance Rate		93.9%
% Free Lunch	52.1%	% Reduced Lunch		1.3%
% Limited English Proficient	3.3%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		85.5%
% Hispanic or Latino	7.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	3.2%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		2
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		10.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.7%	Mathematics Performance at levels 3 & 4		31.7%
Science Performance at levels 3 & 4 (4th Grade)	85.8%	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	N/A	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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.

A comparative analysis of the Fall 2014 opinion writing assessment and Spring 2015 opinion writing assessment School/Comprehensive Educational Plan (S/CEP) task results indicated a 40% increase in student achievement. Although students writing improved through the implementation of Teacher’s College Reading and Writing curriculum, it is necessary to raise academic expectations, so that more students can achieve grade level proficiency.

The 2014-2015 Developmental Reading Assessment (DRA) data on growth revealed that although students’ ability in reading have increased, there is a low percentage of students reading on grade level. It was determined that students’ comprehension, ability to use evidence from the text and clearly demonstrate their understanding was an area in need of improvement.

It is evident that there is a need to continue the implementation of professional learning in Teacher’s College Reading & Writing to design and develop collaboration and foster best practices for student mastery. In addition, it is necessary to implement an ongoing objective system of monitoring student progress throughout the year.

### 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.

Through the implementation of Teachers College Reading and Writing Program, students will complete a pre- and post- assessment in writing. 65% of students across grades K-5 will move up a minimum of 2 marginal levels or reach the maximum level of the matrix/rubric. In addition, 75% of students will achieve proficiency by reaching a level 3 or higher. In addition, the lowest third of student population will be targeted for Academic Intervention Services (AIS) Tier 2 and 3 interventions, as well as targeted classroom differentiation, as indicated by STAR 360 diagnostics. Utilizing the diagnostics from STAR 360, students will be rigorously targeted.

### 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) 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>Professional Learning:</p> <ul style="list-style-type: none"> <li>• Teachers will participate in ongoing in-house as well as off-site Teachers College Professional Learning.</li> <li>• Teachers College staff developers will work with teachers and students on every grade to model best practices utilizing units of study.</li> <li>• Inter-class visitations will be utilized to share best practices.</li> <li>• Teachers will participate in professional learning, focusing on utilizing and implementing Star 360 and the Accelerated Reader Program.</li> </ul>	<p>K-5 Teachers</p>	<p>Sept. - May</p>	<p>Administrators, Staff Developer, Teachers &amp; Teacher's College Developers,</p>
<p>Opportunity for Collaboration:</p> <ul style="list-style-type: none"> <li>• Teachers' schedules provide time for horizontal and vertical collaboration to become familiar with units of study, focusing on Common Core Learning Standards.</li> <li>• Professional Learning participants will turnkey information to staff.</li> <li>• Literacy Team will meet to address standards, professional learning, needs of teachers and students throughout the implementation of TC.</li> <li>• Teachers will collaborate to adapt and refine units of study to meet the needs of their students.</li> <li>• Grade teams will utilize task-appropriate rubrics.</li> </ul>	<p>K-5 Teachers</p>	<p>Sept. - June</p>	<p>Administrators, Data Team &amp; Staff Developer, Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• Data Team will provide teachers with a means of inputting assessment results for analysis and next steps.</li> <li>• Parent Workshops will be offered on the CCLS and Star 360 parent reports so that families can support their children both at school and at home.</li> <li>• Data Team will provide teachers with a means of inputting assessment results for analysis and next steps.</li> <li>• Teachers College Staff Developers will meet with teachers of all grades to ensure vertical alignment across reading and writing content areas.</li> </ul>			
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Allow time for daily independent reading with a focus</li> <li>• Utilize a variety of mentor text for “Read-Aloud” across curricula.</li> <li>• Focus on conferencing in reading and writing .</li> <li>• Align CCLS to guide independent reading and writing.</li> <li>• Group students in a “flexible” manner, based on needs identified in reading and writing.</li> <li>• Provide rubrics and checklists for student self-assessment.</li> <li>• Implement academic language and rigor across curricula.</li> <li>• Utilize multiple entry points to address the needs of students.</li> <li>• Departmentalize in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade literacy curriculum.</li> <li>• Collaborate with English as a New Language (ENL) teacher to support ENL students.</li> </ul>	K-5	Sept. 2015- June 2016	Administrators & Teachers
<p><b>Growth analysis assessment</b></p> <p>Wri Each teacher will administer a Fall narrative writing task as a baseline and a Spring narrative writing task to assess student progress throughout the year.</p> <p>Students will participate in a third party diagnostic assessment (Star 360). The assessment will identify reading levels and means of grouping, supporting and developing student reading levels. The assessment will identify students in need of AIS and Response to</p>	K-5 Students	Sept. 2015- May 2016	Administrators, Staff Developer, Teachers, Data Team & Teacher’s College Developers

Intervention (RTI) supports. AIS instructors will have identified groups and a plan for student achievement. Star 360 parent reports will be sent home after each assessment.

**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.

- Two Teachers College Staff Developers for a total of 20 days
- Star 360 professional development support
- Units of study and trade library books to support Teachers College Curriculum
- Star 360 Platform
- Substitute teachers to facilitate professional development for a total of 20 days
- Accelerated Reader
- Ready New York ELA and Math

**Part 4b.** 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	X	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.

To monitor student's progress in writing, each teacher will administer a Fall narrative writing task as a baseline and a Spring narrative writing task to assess student progress throughout the year.

To monitor student's progress in reading, students will participate in a third party diagnostic assessment (STAR 360). The assessment will identify reading levels and means of grouping, supporting and developing student reading levels.

The assessments will identify students in need of AIS and RTI supports. The assessment will be given in September, November, February, and May. The February assessment results will be used as a mid-point benchmark. AIS instructors will have identified groups and a plan for student achievement. Star 360 parent reports will be sent home after each assessment.

**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 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.

Analysis of the Go Math assessment results indicated low performance in problem solving across grades K-5. Through analysis of the data, it was determined that students’ ability to identify relevant information stated in the question and use appropriate operations were areas in need of improvement. The pre-requisite assessment administered in September 2014, revealed similar areas in need of improvement.

The DRA assessment revealed a low percentage of students reading on grade level, which impacts students’ ability to accurately comprehend word problems. There is a need to implement professional learning designed to develop collaboration and foster best practices for student mastery.

A comparative analysis of the Fall 2014 and the Spring 2015 CEP Math task results indicated a 53% increase in student achievement across grades K-5 with the lowest performance across grade 3. Although students’ mathematical performance improved, it is necessary to raise academic expectations, so that more students can achieve grade level proficiency.

### 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.

Students will complete a beginning and end of year Go Math assessment, as well as a grade specific, teacher developed, math task. The task will include rigorous problem solving, focusing on the identified trends across grades. 75% of students will show an increase in the percentage of questions answered correctly on the Go Math assessments. 75% of students across grades K-5 will move up a minimum of 2 margins or achieve a level 4 on the matrix/rubric. In addition, 70% of students will achieve proficiency by reaching a level 3. With the support of a math coach working in partnerships with teachers, student's performance will increase and meet the intended goal.

### 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 Supportive Environment in order to support their children at home.</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><i>Professional Learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will be given the opportunity to attend Go Math training to extend their knowledge of GO Math curriculum.</li> <li>• Teachers will participate in ongoing Professional Learning, both in house and off site.</li> <li>• Teachers College staff developers will work with teachers and students on every grade to model best practices in comprehension, vocabulary, writing and conferencing.</li> <li>• Inter-class visitations will be utilized to share best practices both horizontally and vertically across grades.</li> <li>• Teachers will participate in professional Development focusing on utilizing and implementing Star 360 and the Accelerated Reader Program.</li> </ul>	<p>K-5 Teachers</p>	<p>Sept.2015– June 2016</p>	<p>Administrators, Math Coach, Teachers &amp; Teacher’s College Developers</p>
<p><i>Opportunity for Collaboration:</i></p> <ul style="list-style-type: none"> <li>• Teachers’ schedules provide time for horizontal and vertical collaboration to become familiar with mathematical concepts, focusing on CCLS.</li> <li>• Professional Learning participants will turnkey information to staff.</li> <li>• Math Team will meet to address standards, professional learning, needs of teachers and students throughout each unit.</li> <li>• Teachers will collaborate to adapt and refine units to meet the needs of their students</li> </ul>	<p>K-5 Teachers</p>	<p>Sept.2015– June 2016</p>	<p>Administrators, Math Coach, Teachers, Grade Leaders, Math Team &amp; Data Team, Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• In collaboration with Bank St. College, kindergarten students will be offered enrichment opportunities in mathematics.</li> <li>• Grade teams will utilize appropriate tasks rubrics</li> <li>• Data Team will provide teachers with a means of inputting assessment results for analysis</li> <li>• Parents will be given the opportunity to attend workshops, where they will become familiar with mathematical concepts and strategies they can use to help their children succeed.</li> <li>• Math Coach will meet with teachers on a cycle to plan and implement student centered mathematical investigations.</li> </ul>	K  Students	Oct-May	Bank Street Staff
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Focus on conferencing in mathematics to guide instruction.</li> <li>• Group students in a “flexible” manner, based on needs identified in conferencing and assessments.</li> <li>• Provide rubrics and checklists for student self-assessment.</li> <li>• Implement academic language and rigor across curricula.</li> <li>• Provide students with tools (manipulatives, rulers, calculators, etc..) as necessary</li> <li>• Utilize multiple entry points to address the needs of students</li> <li>• Input assessment grades for data analysis into one drive</li> <li>• Identify next steps based data analysis</li> <li>• Offer opportunities for parents to visit the classroom to gain more of an understanding of the mathematics curriculum.</li> <li>• Participate in a Saturday Academy with struggling students</li> <li>• Departmentalize in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade literacy curriculum.</li> <li>• Collaborate with the ENL teacher to support ENL students.</li> </ul>	K-5 Teachers  and all students	Sept.2015- June 2016	Administrators, Math Coach, Grade leaders, Teachers, Math Team & Data Team, Parent Coordinator
<p><b>Growth analysis assessment</b></p> <p>Math:</p> <p>Each teacher will administer the Go Math Baseline assessment and grade specific Math Task in the fall. Go Math End-of-Year</p>			

assessment and grade specific Math Task will be administered again in the spring, to assess growth throughout the year.

Star 360 :

Students will participate in a third party diagnostic assessment (STAR 360). The assessment will identify math levels and means of grouping, supporting and developing students'. The assessment will also identify students in need of AIS, RTI, and enrichment supports. The assessment will be administered during the months of September, December, March and May. AIS instructors will provide instructional services to identified groups, as well as plan for student growth. Star 360 provides an ongoing overview and assessment of student progress. Star 360 Parent Reports will sent home after each assessment.

#### **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.

- Teachers College Staff Developers
- Instructional Coach
- Math Team composed of a staff representative from each grade, out of class teachers, and the literacy coach
- Data Team composed of classroom and cluster teachers
- Go Math! Unit assessments
- Grade appropriate mathematics task (Pre and Post)
- Task rubrics
- SMART board
- Scheduling Adjustments
- Substitute Teacher
- STAR 360
- Accelerated Reader
- Teacher Instructed Saturday Academy

**Part 4b.** 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	X	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**

<p><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.</p> <p>Each teacher will administer a problem solving task in the fall and spring, as well as a baseline, mid year and end of year assessments to assess student progress throughout the year .</p> <p>Math:</p> <p>Students will participate in a third party diagnostic assessment (STAR 360). This assessment will identify student's strengths and weaknesses across the math standards, as well as means of grouping, supporting and developing student growth. The assessment will identify students in need of AIS and RTI supports. It will be administered in September, December, March, and May. The February assessment results will be used as a mid-point benchmark. AIS instructors will have identified groups and will plan for continuous student achievement. Data Team will review student results, as well as analyze results by looking for common trends across grades. SLT will review the results of the data team.</p>
<p><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.</p>

## 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.

Through an analysis of the 2014-2015 OORS/SOHO data it was determined that a majority of occurrences took place during afternoon hours, specifically during the lunch periods.

Out of 140 incidents reported on OORS:

- 19 Level 4 & 5 incidents that resulted in student suspensions
- 54 classroom occurrences
- 33 cafeteria occurrence

64 occurrences took place in the afternoon

There is a need to decrease the number of occurrences taking place in the cafeteria and afternoon hours. This will be achieved through a supportive environment, involving both families, teachers and administration.

### **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.

#### **School Safety & Discipline**

Through the continued implementation of the P.B.I.S “S.H.I.N.E.” Program, there will be a decrease of 10% in the number of student suspensions, level 4 and 5 incidents, classroom incidents and incidents in the student cafeteria compared to the 2014-2015 school year. We will accomplish this via a collaborative approach. Administrators, intervention specialists, teachers, support staff and families will work together to implement our S.H.I.N.E. program. Teachers, students and families will participate in pep-rallies, weekly incentives, monthly class rewards and individual student acknowledgement at monthly Parent/Teacher Association Meetings.

**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>• Strategies to promote teacher-parent collaborations to improve student achievement.</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><b><u>Data Driven Approach</u></b></p> <p>P.S. 115 will continue to use OORS/SOHO data, teacher observations and dean referral forms to determine what our strengths and weaknesses are with regards to student discipline. This data will examine location of occurrences, time of day that occurrences take place, high occurrence months, as well as recidivists within the school building. We will also use this data to isolate target groups of at-risk students using a recidivist tracking sheet, which was developed by our safety team to monitor and track student progress.</p>	<p>K-5 Students</p>	<p>September 2015- June 2016</p>	<p>Administrators, Intervention Specialists, Support Staff, SLT, Teachers</p>
<p><b><u>School Wide Programs</u></b></p> <p><b>The S.H.I.N.E. Program</b></p> <p>The S.H.I.N.E. Program is a Positive Behavior Intervention Support (PBIS) System. The S.H.I.N.E. program focuses on the positive actions of the students. It is evidence based and is used to provide preventative, positive and behavioral support for all students.</p> <p><b>The key features of S.H.I.N.E. are:</b></p> <ul style="list-style-type: none"> <li>• Clearly defined behavioral expectations</li> <li>• Social &amp; behavioral skills instruction</li> <li>• Positive and proactive monitoring</li> <li>• Active supervision and monitoring</li> <li>• Positive acknowledgement</li> </ul>	<p>Pre-K-5 Students, All Staff, Families</p>	<p>September 2015-June 2016</p>	<p>Administrators, Intervention Specialists, Support Staff, SLT, Teachers, Parent Coordinator, Parents</p>

<ul style="list-style-type: none"> <li>• Data based decision making</li> <li>• Parent training and collaboration</li> </ul> <p><b>The Goals of the S.H.I.N.E. Program are:</b></p> <ul style="list-style-type: none"> <li>• To create a community that supports and sustains implementation of S.H.I.N.E. in all school settings.</li> <li>• To create awareness and shared language for addressing the social and behavioral needs of students at P.S. 115.</li> <li>• To regain the teaching time currently spent on managing misbehavior.</li> <li>• Maximize instructional time and academic achievement for all students.</li> <li>• Increase family engagement in schools.</li> </ul>			
<p><b><u>Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions</u></b></p> <p>Students who continue to engage in negative behaviors, will receive interventions following a ladder of discipline, using restorative approaches. The guidance department, intervention specialists and members of the Crisis Team will develop and implement student behavior modification strategies when needed. Students will be taught how to self-monitor their behavior, strategies that build character and conflict resolution and respect for all. Parent meetings will be held as a means to find alternate solutions to student suspensions.</p>	K-5 Students	September 2015-June 2016	Administrators,  Intervention Specialists, Support Staff, SLT, Teachers, Parent Coordinator, Parents
<p><b><u>Staff Professional Learning:</u></b></p> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Engage in staff development focused on the NYC Student Discipline Code of Conduct.</li> <li>• Participate in the ongoing implementation of the S.H.I.N.E. Program via training.</li> <li>• Meet with their grades monthly to discuss program effectiveness and next steps.</li> <li>• Be trained on the use of General Response Protocol safety drills that are mandated by the City of New York.</li> <li>• Actively monitor students participation in the various safety drills.</li> </ul>	All Staff	September 2015-June 2016	Administrators,  Intervention Specialists, School Based Support Staff, SLT, Teachers, Parent Coordinator, Parents

<ul style="list-style-type: none"> <li>• Be provided with manuals and materials needed to incorporate S.H.I.N.E. into their classroom environment.</li> <li>• Engage students in lessons that outline and model best safety practices.</li> <li>• Provide students with tickets and rewards based on positive behaviors.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Engage in S.H.I.N.E. Program kick-off Pep-Rallies (October and February).</li> <li>• Use the Behavioral Matrix to self-monitor behavior.</li> <li>• Be rewarded individually and whole-class for positive behaviors, via tickets and cards.</li> <li>• Participate in activities based on the reward system.</li> <li>• Assist peers in making positive choices and decisions.</li> <li>• Participate in residencies such as arts and self-discipline programs.</li> </ul> <p>Families will:</p> <ul style="list-style-type: none"> <li>• Be encouraged to attend S.H.I.N.E. pep-rallies.</li> <li>• Be invited to parent workshops.</li> <li>• Attend Monthly PTA Meetings, where students are recognized and awarded for positive behavior.</li> <li>• Attend meetings with support staff on an as needed basis to support their child.</li> </ul> <p>The P.S. 115 community will continue to build on already established school wide programs such as our Respect for All, Anti-Bullying Initiative, Positive Character Day Parade/Dances and student lead/grade-wide assembly programs.</p>			
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**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Intervention Specialist</li> <li>• Guidance Counselor</li> </ul>

- All teachers
- Substitute Teachers
- Parent Coordinator
- Purchasing Positive Incentives
- Parent Teacher Association

**Part 4b.** 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		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.

The S.H.I.N.E. Program will be evaluated by utilizing OORS, dean referrals, teacher anecdotes, teacher and student feedback, as well as other data to support evaluation and decision making. OORS data will be reviewed at monthly safety meeting. All data will be reviewed mid-year by the data and SLT teams.

**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**

- 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.
- 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.

Based on the December 2014 ECERS-R Summary Report, the school earned a 2.67 out a total of 7. Specific categories included: space and furnishings, personal care routines, language-reasoning, activities, interactions, and program structure. Focused classroom observations and visits by school leaders discovered the areas in need of most improvement are program structure, activities and personal care routines.

### **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–Effective School Leadership. 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.

With on-going support from school administrators, pre-k instructional coach, professional learning and the implementation of ParentCorps daytime program we will achieve an overall rating of a level 5 during our Spring 2016 ECERS-R review. The particular areas of focus will be personal care routines, language-reasoning, activities, and program structures.

### **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 parent leadership and engagement as a key lever for school improvement.</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>ECERS-R Summary Report will be disclosed to all Pre-K Staff. Areas of improvement were identified as areas of focus.</p>	<p>Pre-K staff, teachers, and paraprofessionals</p>	<p>Sept.-June</p>	<p>Administration, lead teacher, instructional coach</p>
<p>An early childhood room will be created to allow for movement and physical activities throughout the school year. There will be ample indoor space to allow children to engage in movement activities in all seasons.</p>	<p>Pre-K Students</p>	<p>Sept.2015</p>	<p>Pre-K teachers and paraprofessionals  Instructional Coach, Physical Ed instructors</p>
<p>Professional development and resources from Making Pre-K Count, Building Blocks and ABC 123 in the areas of program structure will be implemented to increase teachers' knowledge of incorporating centers, language-reasoning, and developmental play.</p>	<p>Pre-K staff</p>	<p>Sept.-June</p>	<p>Administration, Instructional Coordinator, Instructional Coach</p>
<p>Teachers will participate in ongoing development and support provided by the Early Childhood Instruction Coordinator. In addition, teachers will attend summer training around the Department of Education Pre-K incentives.</p>	<p>Pre-K staff</p>	<p>Sept.2015- June 2016</p>	<p>Administration, Instructional Coordinator, Instructional Coach</p>
<p>The Implementation of New York University ParentCorps Saturday Program will give families the knowledge and power to collaborate with teachers to teach their children healthy living and personal care routines as well as social and emotional development.</p>	<p>Pre-K Families</p>	<p>Sept.2015- June 2016</p>	<p>Administration, ParentCorp Staff, Teachers, Guidance Counselor, Parent Coordinator</p>
<p>Parent Workshops centered on the arts, cultural diversity, academic support and school family functions will be offered through out the school year. This will give families the tools needed to help support student success from early childhood on.</p>	<p>Pre-K</p>	<p>Sept.2015- June 2016</p>	<p>Administration, Teachers, Guidance Counselor, Parent Coordinator</p>

	Families		

**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.

- Purchase classroom materials such as sand and water tables, movement apparatuses
- Teachers professional development
- Early childhood Instructional coordinator
- Review and Study of ECERS-R guide
- Implementation of ParentCorps Parenting Program
- Creation of Early Childhood Indoor Playground with the use New York City Council discretionary funds

**Part 4b.** 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		PTA Funded		In Kind	X	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.

With on-going focused observations administrators and pre-k instructional coach will utilize an Environment Rating Scale Self-Assessment readiness check list in conjunction with the ECERS-R rating scale. The self assessment readiness check list will be used mid-year and again in the spring before the actual end of year ECERS-R review. In addition, the

Early Childhood Instructional Coordinator will meet with Pre-K teachers regularly to develop their knowledge and practice.

**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.

**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.

**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>

**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.

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**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.

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

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**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>	<p>Star 360 Data</p> <p>Teacher recommendation</p> <p>Conference Notes and teacher observation</p> <p>NYS ELA Test Scores</p>	<p>At risk SETSS/ENL services (not on IEP) for at-risk students with or without an IEP.</p> <p>“Foundations and RTI instruction in phonics for at-risk students.</p> <p>Literacy Coach will model lessons and team-teach with teachers of classes containing at-risk students.</p> <p>Saturday Institute for all students in grades one through five and at-risk students needing intervention services.</p> <p>AIS providers provide support for at-risk students in kindergarten through grade 5.</p> <p>Star 360 provides targeted intervention for at-risk students.</p>	<p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction</p> <p>Team-teaching</p> <p>Small group and one-to-one instruction</p> <p>Small group and push-in support</p> <p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>Saturday mornings</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p>

		<p>Accelerated Reader provides support in comprehension, vocabulary and higher order thinking skills for at-risk students in kindergarten through grade 5.</p> <p>Junior Great Books provides support in reading comprehension and promotes higher order thinking skills.</p> <p>Departmentalization in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade literacy curriculum.</p>		<p>During the school day</p>
<p><b>Mathematics</b></p>	<p>Star 360 Data</p> <p>Teacher recommendation</p> <p>NYS Mathematics Test scores</p> <p>Conference Notes and Teacher Observations</p> <p>Go Math Unit Tests</p>	<p>At risk SETSS/ENL services (not on IEP) for at-risk students with or without an IEP</p> <p>Saturday Institute for all students in grade one through five and at-risk students, needing intervention services.</p> <p>AIS providers provide support for at-risk students in Kindergarten through grade 5.</p> <p>Star 360 support for at-risk students in all grade levels</p>	<p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction</p> <p>Small group and push-in support</p> <p>Small group and one-to-one instruction</p>	<p>During the school day</p> <p>Saturday mornings</p> <p>During the school day</p> <p>During the school day and at home</p>

		Departmentalization in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade mathematics curriculum.		
<b>Science</b>	Open to all grade 4 students  Classroom Teacher  Recommendations  Science Teacher  Observations and recommendations	Saturday Academy  Departmentalize in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade science curriculum.	Small group, one-on-one instruction	Saturday Academy
<b>Social Studies</b>	Open to all grades 4 and 5 students	Departmentalize in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade social studies curriculum.	Small group, one-on-one instruction	Saturday Academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher , Parent or Provider recommendation or request.  Individual Education Plan (IEP) mandated services	Individual guidance sessions provided to at-risk students without an IEP.  Individual guidance sessions provided to students.  Students demonstrating attendance patterns which indicate at-risk behavior are	Individual and/or small group Individual  Individual and/or small group  Individual	During the school day  During the school day  During the school day  During the school day



		<p>obesity, diabetes, asthma, etc.</p> <p>There are a variety of initiatives that are funded by grants that support health and fitness, such as:</p> <ul style="list-style-type: none"><li>• Mighty Milers</li><li>• Move to Improve</li><li>• Swim for Life</li><li>• Reebok Fitness Running Program</li><li>• Action for Healthy Kids</li><li>• Yoga Training for Staff</li><li>• Bike for Life</li></ul>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment:</b> N/A</p> <p><b>Retention:</b> New teacher mentors, inter-visitation feedback, observation and professional development as needed.</p> <p><b>Assignments:</b> Teachers are assigned to positions based on the school's academic needs, teacher preference and strengths. Additional out of class assignments such as: instructional coach, intervention specialists, and AIS providers, are included in the programming based analysis of instructional, safety and social/emotional data.</p> <p><b>Support &amp; Professional Development:</b></p> <ul style="list-style-type: none"> <li>• All teachers are provided with on-site Teachers College Reading &amp; Writing Project staff developer to support their ELA instruction, as well as off-site visits to the school.</li> <li>• Grade liaisons meet with their peers to facilitate professional learning and share information provided by administration.</li> </ul> <p>Administrators schedule the instructional coach to support teachers on 6 week cycles. Teachers are selected for support based on needs identified through classroom observation and needs survey results</p>

#### 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).
<ul style="list-style-type: none"> <li>• All teachers are provided an on-site Teachers College Reading &amp; Writing Project staff developer to support their ELA instruction, as well as off-site visit to other schools.</li> <li>• Each Monday, teachers facilitate a variety of professional learning activities for their peers. Topics are chosen based on the data reflected in the teacher needs assessment survey. Learning opportunities are also facilitated by teachers</li> </ul>

who have mastered various instructional skills and strategies and have indicated a desire to share their knowledge with their peers.

- Professional learning is targeted to different constituencies through common preps for special teams such as: special education, ENL and Clusters.
- PD 360 is a web-based program that enables teachers to watch instructional videos in areas in which they or administration has determined they are in need of further development.
- Master Teacher, a weekly education newsletter, will be utilized as a professional learning tool to foster teacher discussion, reflection, and collaboration.

### **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.).

- Parent Corps conducts workshops for parents of Pre-Kindergarten children and conducts a fourteen week program with our Pre-K students
- Parents will receive information outlining Kindergarten expectations
- Parental workshops will be conducted to aid in the transition from Pre-K to Kindergarten
- Pre-K Parents will receive a kindergarten directory showing the parents the programs available to students
- Pre-K students will be taken on tours of kindergarten classes
- Pre-K students will be given end of the year “Welcome to Kindergarten” books and packets

#### 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.

Teachers are members of a variety of teams such as:

- Literacy team
- Math team
- Data team
- Bulletin Board Team
- Quality Assurance Teams
- Lesson Plan Teams
- RTI Team
- School Implementation Team
- School Leadership Team
- Professional Learning Team
- S.H.I.N.E. Team
- Grade Teams
- Cluster Team
- Grade Liaisons

#### 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	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	769,334.00	X	X
Title II, Part A	Federal	113,918.00	X	X
Title III, Part A	Federal	11,200.00	X	X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,907,733.00	X	X

#### **<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.

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 115, 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. 115 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;

P.S.115's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing P.S.115's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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;

Our 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 student progress reports, school calendar, parent newsletters, and a mobile app designed to keep parents informed about school activities and student progress;
- distribute parent surveys to assess the needs and wants of parents
- provide resources and workshops that will help parents to reinforce what is taught during the school day.

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

**P.S. 115**, 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: The Daniel Mucatel School	DBN: 18k115
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 37
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 checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 6

## 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: Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics and Science. While some of these tests are translated into the children's native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.

Our Saturday Institute will provide such additional support as well as improve English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Title III Supplemental instruction in Literacy, Mathematics, and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics and Science programs at no cost to the Title III Program.

The ELL instruction will take place during a Saturday Institute. The ELL Institute will run for twelve weeks in three and four hour sessions (from 8:00 A.M. to 12:00 PM). There will be five four-hour sessions for Literacy ( November through January) and three four-hour sessions for Mathematics (January through February), and four three-hour sessions for Science (March). There will be one certified teacher for each class on grades Kindergarten, One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade Four for Science. Students will be grouped as follows K and 1, grades 2 and 3 and grades 4 and 5. The ESL teacher will push-in to work with each group of ELLs for an hour. An administrator will be available for guidance, safety, arrival and dismissal of children.

A licensed ESL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELLs. Reading and writing skills will be reinforced through the use of such techniques as phonemic awareness and balanced literacy.

Newcomers will receive small group instruction in order to build listening, reading and writing skills. Materials include, but are not limited to: Foundations, Every Day Counts, NYS March to March COACH, Essential Skills for Reading Success, Terranova Coach, NY Edits, ELA Rehearsal, CARS, Rally, and Wilson, Test Ready Omni and NYS Practice and Mastery in Mathematics, and Measuring Up to the New York State Learning Standards and Success Strategies for the State Test (Science).

Instruction will include lessons in Literacy, Mathematics, and Science. It is hoped that through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

## 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

### Part C: Professional Development

Begin description here: At PS 115, our English Language Learners on each grade (with very few exceptions) are placed in one class designated as the ELL concentration class. The teachers of these ELL concentration classes will be participating in professional development workshops during common prep periods, Professional Development Days, and at after-school workshops to enable them to better meet the needs of their ELL students. Occasionally, ELL students (in the case of siblings) must be placed in another class on the grade. The teachers of these students will be included in this professional development as well. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students. This professional development is at no cost to the Title III Program.

For Title III program, each Saturday ELL Institute teacher will receive six hours of additional professional development at after-school workshops which will be provided by the ESL teacher in conjunction with the Literacy Coach, Mathematics Coach, and Science Cluster Teacher. The series of workshops (open to Title III, Saturday ELL Institute teachers only) will include one after-school workshop in each subject area that is in alignment with Title III. The second workshop will involve participants collaboratively creating a series of lesson plans for use in the Saturday ELL Institute. Teachers will be paid through fair student funding.

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. Professional Development workshops will introduce these techniques and strategies. Additionally, teachers will be afforded the opportunity to create classroom materials which will benefit their students. Teachers will meet two hours for each of three sessions.

Upon completion of the Professional Development workshops, these teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Literacy – November-January (ESL Strategies, Multicultural Literature, Collaborative Planning of Lessons for the Saturday ELL Literacy Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Mathematics – January-February (Sheltered English in the Mathematics Content Area, Use of Manipulatives in Problem Solving, and Collaborative Planning of Lessons for the Saturday ELL Mathematics Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Mathematics Coach.

Science – March (Sheltered English in the Science Content Area, Inquiry-Based Science Instruction and Collaborative Planning of Lessons for the Saturday Science Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

### 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 are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops.

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers

**Part D: Parental Engagement Activities**

are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

**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>18</b>	Borough <b>select one</b>	School Number <b>115</b>
School Name <b>The Daniel Mucatel School</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>Loren Borgese</b>	Assistant Principal <b>Nicole Green</b>
Coach <b>Deborah Marra</b>	Coach <b>Abby Fuchs</b>
ENL (English as a New Language)/Bilingual Teacher <b>Joanne Saint-Preux</b>	School Counselor <b>Meridith Moran</b>
Teacher/Subject Area <b>Tamella Trapp, Grade 2</b>	Parent <b>Shaoying Wong-Getzel</b>
Teacher/Subject Area <b>NA</b>	Parent Coordinator <b>Jayne Sclavos</b>
Related-Service Provider <b>Georgiana Lombardi</b>	Borough Field Support Center Staff Member <b>Christine Etienne</b>
Superintendent <b>Beverly Wilkins</b>	Other (Name and Title) <b>N/A</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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	1065	Total number of ELLs	38	ELLs as share of total student population (%)	0.00%
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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	<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 checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input 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):
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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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>	37	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<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	0	0	0	0	0	0	0	0	0
<b>DL</b>		0	0	0	0	0	0	0	0	0
<b>ENL</b>	38	1	8	1	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): 0      Number of students who speak three or more languages: 0

### 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	0	0	0	2	0	0	0	0	0	0	0	0	0
Chinese	3	2	1	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	2	4	3	2	2	0	0	0	0	0	0	0	0	0
Haitian	2	2	5	1	3	2	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	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)	2	0	3	2	0	2								0
<b>Emerging</b> (Low Intermediate)	1	4	4	3	1	3								0
<b>Transitioning</b> (High Intermediate)	0	2	1	2	1	1								0
<b>Expanding</b> (Advanced)	0	2	0	2	1	1								0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0								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				1										0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3						1		0
4	4								0
5	3								0
6									0
7									0
8									0
NYSAA	10				3				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		1				1		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 <u>na</u>				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other <u>N/A</u>				
Other <u>N/A</u>				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.  
We use Periodic Assessments, including but not limited to: Performance series, TCRWP writing baseline for ELLs in grades three through five, STAR 360 and F&P for English Language Learners in all grades, as well as Foundations assessments in grades K-2. These provide teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Data patterns on the NYSESLAT reveal that ELLs across all proficiency levels performed best on the listening and speaking sections. Lower performance scores were in reading and writing. With the support of the ENL teacher, and classroom teachers we have been working together to improve student reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The LAP Committee reviewed the NYSESLAT test results. The review of the NYSESLAT results indicates that our second, third and fourth graders were more proficient in the reading and writing component and the Kindergarten, first and fifth grades achieved at the beginning and intermediate levels in reading and writing. Second and fourth grade were the most proficient. The majority of our ELL students who take the ELA exam achieve at level two. The Committee has noticed that in science and/or math more of our ELL students scored at a level 3 than levels one and two. Due to the analysis of this data the Committee agrees that Writing and Reading must remain a focus area for ongoing assessment. Teacher teams will work closely to analyze ELL student data and to modify instruction based on trends identified. We will teach explicit language through the use of mini-lessons and the workshop model and follow the NYS CCLS. Students will be able to "create" meaningful language that typifies ESL instruction. We will use a balanced

literacy approach. Programming will be facilitated in large blocks of time for reading and writing instruction in small groups. Classroom libraries are rich in text of different genres and varying degrees of difficulty, appealing to the newcomer through the advanced student.

In order to further develop Academic Rigor for the ELL population, P.S. 115 will utilize the following strategies:

- Push-in ESL program which parallels and supports the existing literacy program, allowing enhanced articulation/similarity between the Literacy and ESL instructor.
- Order standardized exams in the available languages for all ELL students. In the event translated versions are not available, we will utilize the services of staff members and/or the Translation Services Unit.
- Extended day and Saturday programs to allow for additional instruction time for all English Language Learners
- Teachers without ESL certification will attend Q-tel and other related Q-TEL and other related literacy professional development workshops throughout the school year.
- Parent involvement opportunities which support parent /child shared learning experience will continue
- Translators will be provided at parent orientations and during parent workshops in the parents' respective native languages.

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. The proficiency patterns range from Beginning to Advanced for each ELL across the grades (K-5). Students score a higher grade when exams are given in their native language rather than English.

B. The school leadership team has instructed and staff developed teachers to use Star 360 to plan lessons and to inform and cooperatively plan with service providers to maximize the support needed for students who score below proficiency levels.

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*.]

With the use of the RTI model, P.S. 115's goals are to build on more effective individualized instructional programs. Beyond screening and identification for ENL services to support language development, the ELL student takes part in the RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If the student is flagged as an at risk or below grade level benchmark the student will receive target instructional support to develop in the specific content area. This support should be delivered in coordination with language support services.

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

The ENL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ENL teacher continues to monitor the progress and the language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided. The ESL teacher collaborates with the mainstream teachers regarding students' progress, curriculum availability of ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress of the language development of those students who have passed the NYSESLAT. In addition, they have 2/45 minute periods of content area ESL weekly. The subject area teachers are informed of their students status and if necessary, interventions, materials, and ESL methodologies are discussed and recommended

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?

N/A

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

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and the language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided. ENL Teachers meet regularly to assess, discuss and monitor how their ENL students are doing in all content areas. They then meet with parents to provide instructional materials and at-home support in order to move the students' progress.

## 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.

The ESL teacher reviews all Home Language Identification Surveys of newly admitted students and compiles a list of the primary languages spoken by the households of these students. Upon review of the Home Language Identification Surveys, potential English Language Learners are interviewed one at a time in English and in their native language to determine if they are eligible to take the NYSITELL within the first ten days of enrollment. If the Home Language Survey and the informal interview indicates a need, then the NYSITELL is given. Based on the results of the NYSITELL, students are placed in the ESL program. If a student test-in program and is a Spanish speaker the Spanish Lab is administered students who may be SIFE will continue with the SIFE questionnaire for grades 3 and up. Students with I.E.P.s will be determined by the Language Proficiency Team which is comprised of Ms. Green-Assistant Principal, Ms. Lombardi- SETSS teacher, Ms. Kopit-I.E.P. teacher, and Ms.Sandy-teacher. The L.P.T. will determine if students will take the NYSITELL>

P.S.115 also has trained pedagogues in the event the ESOL teacher, Ms. Saint-Preux is not available .P.S.115 also has a Language Committee which consists of trained in ELL admissions pedagogues who speak a second language, i.e., Chinese, Haitian Creole, Arabic & Spanish as those are the dominant languages at P.S. 115. The Language committee supports when the ESOL teacher is not available. If trained pedagogues do not speak the language translation services are immediately made available via phone services by Department of Education.

The NYSESLAT is administered in the spring to all ELLs to assess their growth. The NYSESLAT is administered to ENL students by grade level in small groups. Each of the four components is given separately within the testing period established by the state. In August, upon the release of the results of the NYSESLAT, they are reviewed to determine if returning students will continue to receive ESL services.

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).

Upon admission, potential ENL students are given an assessment by the ESL teacher. Student are given an informal assessment comprised of basic questions and also basic math and reading questions pertaining to grade level. These question will allow the pedagogue to confirm if the student is SIFE. If SIFE students score two or more years below his/her grade level due to inconsistent or interrupted schooling prior to arrival in the U.S. The parents are also interviewed for background information, i.e past school attendance history, how many years were they in school were there any interruptions.

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).

Within ten days after ELL students have been identified a parent meeting is convened to inform parents of their program choices. On the Parent Survey and Parent Selection Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed, however, that they may choose a Transitional Bilingual Education or Dual Language Program. If TBE or DL is chosen parents are informed their child's name will be placed on a list so that if our school has the sufficient amount of students in one or contiguous grades parents will be contacted. If necessary, the Parent Coordinator helps parents contact the regional placement office.

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.

The ESL teacher reaches out to all parents to ensure that entitlement letters, parent surveys and program selection forms are returned within scheduled dates. Letters are sent via placed in their backpacks the students parent/guardian are called prior to sending home and along with a follow up.

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 Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who • Have a home language other than English, and • Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: • A student’s parent or guardian • A student’s teacher (if the teacher’s request includes written consent from the parent or guardian) • If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

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.

The process begins by sending parents an entitlement letter to inform them that their child is eligible for an ESL services and the choices available. Parents must return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, alternate dates will be arranged. Telephone conferences will be scheduled upon parent request. Translators are available for all parent meetings including telephone conferences.

Based on parent choice indicated on the Parent Survey and Parent Selection Form, NYSITELL and for returning students, NYSESLAT scores from the previous school year, ELLs are placed. Parents are informed of this process thru entitlement letters and program selection forms which are returned within a scheduled time. Translators are available for all school-Parent communication. If the parent selection form is not returned bilingual education is a default. This process complete with in 10 days of enrollment.

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.

Based on parent choice indicated on the Parent Survey and Parent Selection Form, NYSITELL scores and for returning students, NYSESLAT scores from the previous school year, ELLs are placed. Parents are informed of this process thru entitlement letters and program selection forms which are returned within a scheduled time. Translators are available for all school-Parent communication. Forms are usually completed during the interview process. ESOL teacher makes sure they are returned if they are not returned Bilingual program is default, this process is also explained to the parent.

At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. If we do in the future, we will, as per the ASPIRA Consent Decree form a bilingual and/or dual language class.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. P.S. 115 monitors Parent Survey and Program Selection forms that have not been completed by sending home, reminders and calling parents over the phone ,standard mail ,email, in their preferred language to ensure that they return letters.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement, parent letters, and notification letters are distributed via the ESOL teacher in their respected language and followed up with a phone call.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Documents are locked and securely kept in the students cumulative records copies are kept in a ELL file
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. Print out RLER,create schedule, notify school personel i.e. teachers and administration,parents scheduled time students are expected to be tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity .At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. If we do in the future, we will, as per the ASPIRA Consent Decree form a bilingual and/or dual language class.
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).

The program models at PS 115 are aligned with parent requests. PS 115's ELL students are serviced by a certified ESL teacher in a Freestanding ESL program through pull-out/push-in services which include language arts and content area instruction. Approximately 95 percent of parents opt for the Freestanding ESL program. In the event that a parent wishes to choose a program other than ESL, the parent coordinator assists in making contact with the regional placement office, to transfer the child to a school offering the desired program. Pending transfer process, P.S. 115 follows admission process and is provided ELL services.

## 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.  
P.S. 115's ELLs are serviced by a certified ESOL teacher in a free standing program of heterogeneously grouped students through Push-In services which include English Language Arts and content area instruction. ELLs are placed in a concentrated class per grade this allows a seamless collaboration between classroom teacher and ESOL teacher to provide intergrated ENL and ELL services.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
Entering and Emerging students receive 8/45 minute periods of ENL weekly. Entering ELL's get 180 minutes of stand-alone ENL and 180 minutes of integrated ENL/ELA; Emerging ELL's receive at least 2/45 minute periods of stand-alone and 4/45 minute periods of integrated ENL weekly plus 2/45 minute periods of stand-alone or integrated ENL weekly. Transitioning and Expanding students receive 4/45 minute periods of ENL weekly. Transitioning ELL's receive 2/45 minute periods of integrated ENL and 2/45 minute periods of stand-alone or integrated ENL; Expanding ELL's receive 180 minutes of integrated ENL. Commanding ELL's receive 2/45 minute periods of integrated ENL for 2 years after they test out of ENL on the NYSESLAT.
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. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards. Practices and approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse-Leap Track System which is computer assisted instruction through software design to remediate and strengthen basic skills. Classrooms in which there are ELLs contain leveled libraries in English and bilingual leveled libraries. Students have access to bilingual glossaries and dictionaries in all of their classrooms. Teachers and paraprofessionals are available to translate for the students in the different languages spoken at P.S. 115. Students are also offered, but are not limited to the services of the Translation Services Unit which provides certified translators to support ELL students in their respective languages.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELLs are formally evaluated in their home language, only if after intervention, they are recommended to SBST, and it has been determined that this is necessary for the child's academic success. Otherwise, home language evaluations are done informally by one of our multi-lingual staff members with the ESL teacher present. P.S. 115 also uses Star 360 is an data assessment program which allows teachers to analyze where students are struggling academically and where to provide continuous support. Star360 assessments are done once a month. Students use bilingual glossaries for class work, homework and exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are administered the, plus the NYSESLAT. In addition, the ENL teacher and the subject area teachers administer formal and informal assessments throughout the school year that incorporate all four modalities of English acquisition. Results are discussed informally, as well as at grade and department conferences, SLT meetings and Professional Development Meetings.
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
  - a. SIFE students are offered a variety of supplementary services in addition to ENL in (2) 50 minute blocks. These include: AIS, Star 360, DRA, and Saturday Academy which runs from December 2015 through April 2016 The program is run through 6-8 week sessions at a time. These supplemental programs especially supports ELL's and students with special needs. Aligned tasks are embedded in each unit of study. Each Common Core-Aligned Task is accompanied by a variety of instructional

supports including: culminating performance tasks, guidance and use of UDL principles for each task, rubrics and/or scoring guides, annotated student work ranging across levels and task specific supports.

c. Developing ELL's participate in a balanced literacy approach which includes phonics, fluency, vocabulary and text comprehension. Ongoing assessments include: retelling of stories, use of figurative language, rubrics, standardized Interim Assessments, and conferencing with subject area teachers. Some of the strategies used include: use of prior knowledge, word walls, modeling, graphic organizers, frequent summaries, re-presentation, meaningful "talk", and student choice, thus providing activities using different modalities while using the workshop model. Students learn in an environment that is organized, stimulating, and comfortable in order to maximize their language and literacy development.

d. Specific needs of individual long-term ELL's are assessed by their subject area teachers, as well as the ESL teacher and other support staff. Results of standardized tests, baseline DRA, Acuity test scores, Alternate Assessment and monthly ELA, Math, Science and Social Studies assessments, are combined with teacher assessments of class work, homework, promotional folders and anecdotes, to determine the specific needs of each student. Based on these findings, the long-term ELL may be placed in a class with the following services; AIS, etc. In addition, they may be recommended for the Saturday Academy, (2) 50 minute instruction, and the Title III ESL After-school Program. Long term ELLs are mostly students with disabilities. They receive differentiated instruction that is spelled out in their IEP's.

e. Former ELL's up to 2 years after exiting ENL receive at least 2/45 minute periods weekly of ENL in the content area. These services are integrated within their ELA and Math classes. They are grouped accordingly and the ESL teacher differentiates the instruction using pictures, modeling, frequent summaries and re-presentation. As in all our classes, scaffolding is used. The parents' of former ELL's who tested at the Commanding level in the past 2 years on the NYSESLAT, are notified in their native language that their child tested out and will be receiving 90 minutes of ESL weekly. Proficient level students continue to learn through scaffolding, and differentiated instruction. They are placed in the same class on each grade as the ELL's so that they can benefit from the services of the ESL teacher during periods of push-in. Students who received a score of Proficient on the NYSESLAT in the past 2 years are entitled to extended time on all NYS exams; and/or exams translated in to their native language. They are also invited to participate in all special events geared specifically towards the ELL's. They are encouraged to visit the ESL teacher regularly to discuss concerns, problems, progress, etc. Subject area teachers are informed that Proficient level students are second language learners and may have needs that are different than native English learners and more similar to the ELL's in their class.

All ELL's are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. The Parent Coordinator informs parents of all school activities on a regular basis. In addition to the targeted intervention programs listed above, ELL's are also invited to participate to Saturday Academy, Title II and all other school programs.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Teachers of ELL-SWDs are given ESL resources such as Skill Sharpeners, Pearson Longman 'ConerStone' catered to their respected academic levels, bilingual glossaries and picture dictionaries to aid with visual cues in differentiating instruction. Small group instruction and the use of centers also allows lessons to be more student directed the teacher will facilitate to help students feel confident and take more ownership in given task.:

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?

Classroom and cluster teachers collaborate with the ESL teacher to plan differentiated lessons for SWDs utilizing of the student's IEP to look at students recommendations. The lessons are aligned with the common core standards. In planning, teachers decide if lessons should be taught in native language to facilitate comprehension and learning. P.S. 115 uses flexible scheduling to accommodate services for SWDs.

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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

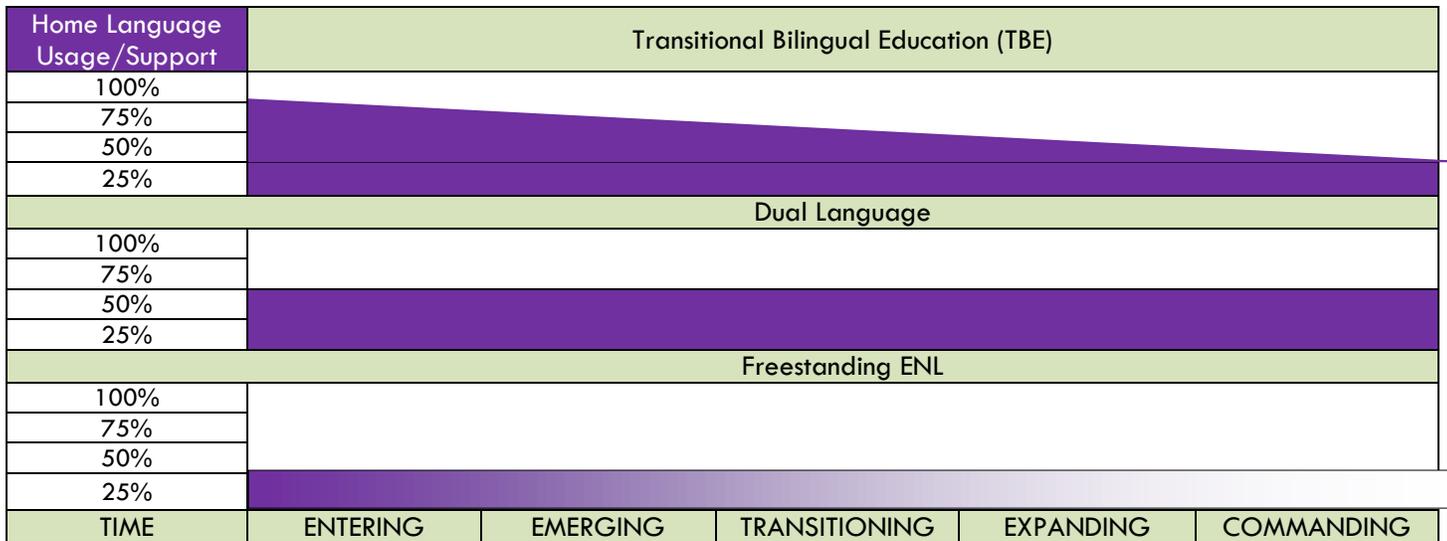


\*Note: “other approved services” does not apply to New York City at this time.

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. To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, skill sharpeners, and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills. In addition, our ELLs are assessed with Star 360 a program software which allows classroom teachers to hone in on the areas they struggle with academically. PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. English is the language of instruction but support in the native language is provided.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Common Core and the New York State Learning Standards. Practices and approaches include, but are not limited to: scaffolding to support student learning in the content area by use of RTI model, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse-Leap Track System, which is computer assisted instruction through software design to remediate and strengthen basic skills. In the content area vocabulary is emphasized how to use they also provide support and is effective through student assessments.
12. What new programs or improvements will be considered for the upcoming school year?
- Star 360 is a computerized data assessment program which assists in the diagnosis of each student's individual needs. This program monitoring application is paired with accelerated reading comprehension that is designed to meet the needs of students along with RtI. Teachers College (TC) classroom teachers are given professional development by specialist from Teachers College on how to develop reading and writing skills to student with a basic foundation in content areas it is in its second year of implementation.
13. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics, Science, and Social Studies. While some of these tests are translated into the children's native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.
- Our Saturday Institute provides such additional support as well as improves English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.
- Title III Supplemental instruction in Literacy, Mathematics, Social Studies and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics, Social Studies and Science programs at no cost to the Title III Program.
- ESL instruction will take place during a Saturday Institute. The ELL Institute will run for thirteen weeks in four-hour sessions (from 9:00 A.M.- 1:00 PM). There will be nine three-hour sessions for Literacy and Mathematics (February through April) and four four-hour sessions for Science (May). There will be one certified teacher for each class on grades Kindergarten/One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade four for Science.

Instruction will include lessons in Literacy, Mathematics and Science. It is hoped that through this Institute we will be able to increase

the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

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.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' listening and speaking skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing the use of with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

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

Native language support is facilitated by dual language resource books given to all ELL concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks Haitian Creole which is the native language of the majority of the current ESL population at P.S. 115.

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

Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, dictionaries, audio/visual manipulatives and hands on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who provides and coteaches with content area teachers.

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).

Prior to the start of each academic school year, the ESL teacher contacts the parents of newly enrolled ELL students. A meeting is scheduled to inform parents of ESL programs offered. Orientation of the building is scheduled for the parents and the newly enrolled students this facilitates transition in a new environment/school which can be difficult for newly enrolled ELLs. Parents are also informed of the Title III immigrant program and Saturday Institute during the school year.

19. What language electives are offered to ELLs?

There are no language electives being offered at this time.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## 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.)
  1. Professional development workshops continue to take place during common prep periods, on Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages. The ESOL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESOL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.
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?

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2015-2016 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to : T.C. training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

Upon completion of the Professional Development workshops, teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Our ELLs receive transitional support from the guidance counselor when they leave elementary and transition into Intermediate School. The Guidance counselor also engage our fifth grade ELLs in conversations about future career choices.
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.
  4. As per "Jose P", all teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs ; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all ELL students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

### 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?

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

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.

Phone calls, letters, emails, face to face meetings.

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

Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. In addition, parent needs are evaluated at Title I and Title III meetings. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of the school website in order to access information
- Accessing and interpreting Acuity information
- The school use of voice messaging services

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

January – TBD –

February – TBD –

March – TBD –

April – TBD –

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
P.S. 115 partners with other Community based organization such as Millineum Development- Many of our parents/ guardians of ENL students work long hour to make ends meet. This program houses 300+ students. It provides after school support with school and homework and provides extended hours for those who work.  
NYU Parent Core- is a Saturday program based at P.S. 115. This program supports social,emotional, health and nutrition for parents of students.

African drumming Weekend drumming for families- This program promotes the social relationship between parent and child it promotes communication skills between the parent and child. Some families may have difficulties withcommunication with respect to their cultural beliefs and principles.

5. How do you evaluate the needs of the parents?  
Parents are encouraged to voice their concerns during and after each meeting. Translation support is at hand to support native speakers and to facilitate comprehension. Parents/Guardians are given contact numbers if they have questions/concerns that may arise at home.
6. How do your parental involvement activities address the needs of the parents?  
Prior to meeting parents of ENL students are contacted personally and asked if there are any issues that would like to be addressed during meeting

#### **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.

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## **Part VI: LAP Assurances**

**School Name: PS 115****School DBN: 18k115**

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)
Loren Borgese	Principal		1/1/01/15
Nicole Green	Assistant Principal		1/1/01/15
Jayne Sclavos	Parent Coordinator		1/1/01/15
Joanne Saint Preux	ENL/Bilingual Teacher		1/1/01/15
na	Parent		1/1/01/15
nA	Teacher/Subject Area		1/1/01/15
NA	Teacher/Subject Area		1/1/01/15
Deborah Marra	Coach		1/1/01/15
Abby Fuchs	Coach		1/1/01/15
Meridith Moran	School Counselor		1/1/01/15
Beverly Wilkins	Superintendent		1/1/01/15
Christine Etienne	Borough Field Support Center Staff Member <u>CHRISTINE ETIENNE</u>		1/1/01/15
NA	Other <u>NA</u>		1/1/01/15
NA	Other <u>NA</u>		1/1/01/15
NA	Other <u>NA</u>		1/1/01/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 18**      **School Name: The Daniel Mucatel School**  
**Superintendent: Beverly Wilkins**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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.

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process. At our school, the following languages are identified: Arabic, Chinese/ Cantonese, Haitian Creole, French, Spanish, Tagalog and Urdu. We use the interpretation unit of the Department of Education for other languages spoken by our parents. Parents are also given written translation and oral interpretation in their respected languages.
- Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).
- The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students' homes and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.
- Informal oral communication with parents and teachers also helps us determine the need for our on staff interpreters or the need for an interpretation unit.
- Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child's academic development.

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.

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Chinese/Cantonese, Haitian Creole, French, Spanish, Tagalog and Urdu). Translation will be provided to all parents of students attending P.S. 115 services are not limited to students or English Language Learners.

## 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.)

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Chinese/Cantonese, Haitian Creole, Spanish, Tagalog and Urdu). Our School will translate documents, that contain individual student specific information including a student's health, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs. Our school will post in a conspicuous location, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services is located.

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.

Parent teacher conferences are held three times during the school year, There is a day and evening sessions for parents to attend depending what time and their availability. Parent -teacher conferences are also held through out the school year. Teachers schedule meetings every Tuesday between 2:30-3:40. Parents meet with teachers/service providers on a one to one basis. In the event parents are not able to attend, meetings are held via phone call and or email. Teachers/ Service

providers/guidance counselors are aware of the Language Transportation Unit services for second language parents.

### **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 provide interpreters for parent orientations/meetings and teacher conferences. Translations will be carried out by our staff members, with the assistance of the Translation and Interpretation Unit. Parents that speak another language are given the translated Bill of Rights and Responsibilities in their language. There are appropriate schools signage and forms in each required language of the parents. School documents are translated in a timely way by having the appropriate language form for early registration and continuous registration. Flyers and notices for parents about school activities are done in a timely manner for the parents of ELLs.

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.

Parental correspondence will be translated by school staff . P.S. 115 has a list of pedagogues that are fluent in but not limited to Arabic, Chinese/Cantonese, Haitian -Creole, French, Tagalog and Urd. P.S. 115 has in place a Language Interpretation Team . They are trained to identify potetial newly enrolled ENL students to which support is provided in the event the ESL teacher is not available. The team will also provide support to the parents which are non-speakers of non ELLs. If interpretation is not available through in-house or staff. Teachers are trained to contact the Language Interpretation unit to receive services.

### **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.)

The Administration staff along with ESL coordinator will ensure that all staff members including pedagogues, guidance counselors, service providers including paraprofessionals are trained on how to use translation services whether over the phone or via other translation support services. Traing will be provided during proffessioal development , Lunch & Learn and staff development training.

## 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 Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Chinese/Cantonese, French, Haitian Creole, Spanish and Urdu. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Chinese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.

## 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 each parent teacher conferences, parents are given Parent surveys to complete. The surveys are feedbacks from the parents/ guardians. These surveys allows the school to monitor their progress and even deficits. This is how P.S. 115 revisits plan to create and develop an accomodating and seamless plan along with providing support for parents.