

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	21K215
School Name:	P.S. 215 MORRIS H. WEISS
Principal:	ANTONELLA BOVE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Morris H Weiss School Number (DBN): 21K215
Grades Served: PreK-5
School Address: 415 Ave S
7183392463 Phone Number: Fax: 7189987235
School Contact Person: Antonella Bove Email Address: Above@schools.nyc.gov
Principal: Antonella Bove
Michelle Grecco
UFT Chapter Leader: Christina Dinnano
Parents' Association President: Kathleen Happich-Braider
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabelle DiMola
1401 Emmons Avenue Brooklyn NY 11235
Superintendent's Office Address: IDimola@schools.nyc.gov
Superintendent's Email Address: _____
718-648-0209 Phone Number: Fax: 718-648-2165

Borough Field Support Center (BFSC)

Cheryl Watson-Harris
BFSC: _____ Director: _____
415 89th Street Brooklyn NY 11209
Director's Office Address: _____
cwatson@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)
Antonella Bove	*Principal or Designee	
Michelle Grecco	*UFT Chapter Leader or Designee	
Christina Dinnano	*PA/PTA President or Designated Co-President	
Eleanor Palmerie	DC 37 Representative (staff), if applicable	
Joseph Tirlongo	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	
Pamela Allison	Member/ UFT	
Lauren McCormack	Member/ UFT	
Katherine Happich Braider	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Bocchino	Member/ UFT	
Kasey Conte	Member/UFT	
Maryann Russo	Member/ Parent	
Christine Dinnano	Member/ Parent	
Elaine Caputi	Member/ Parent	
Ana Candelaria	Member/ Parent	
Angie Soto	Member/ Parent	
Silvana Ancocna	Member/ Parent	
Zoya Portnov	Member/ Parent	

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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the 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.

Mission Statement

P.S. 215 is committed to working collaboratively with our students, teachers, parents and the community to develop the potential of each child. This is accomplished in an environment where all students learn at high levels in accordance with state standards. Our students are exposed to a diverse learning environment which encompasses not only the academic arena, but also the arts and social awareness. We are dedicated to maximizing the individual potential of lifelong learners who will become contributing members in global society

“AS WE ENTER TO LEARN, WE GO FORTH TO SERVICE OUR COMMUNITY AND OUR WORLD”

P.S. 215 is a school where the students feel welcomed wanted and where their accomplishments are celebrated and their ambitions are shared. The staff works to develop the enormous potential, uniqueness and diversity of each child. We are committed to working collaboratively with all members of our learning community. We believe to become successful in educating our students to high standards is the assumption made by teachers, administrators, parents and the students themselves, that the students **CAN DO IT**. This is accomplished by exposing our students to a diverse learning environment. P.S. 215 is dedicated to maximizing the individual potential of lifelong learners who will be contributing members of our society.

PARENTS AS PARTNERS

In order for our students to achieve their goals, parents must be included as partners in their child's education. Parent involvement is the key to the educational development of children. We try to involve our parents in many ways including:

- We hold a multicultural festival in the evening for parents and students.
- We encourage parents along with their children to attend our family enrichment evenings. Three evening a week are set aside for various activities (e.g. cooking, yoga, Zumba, art, literature)
- We have a special Saturday morning program for the parents of our ELL population. These workshops offer a safe haven, where parents can gather to communicate ideas and address individual needs and concerns. Parents will be provided with effective communicating strategies, a variety of “quality time” activities that can be easily incorporated into their daily routines, as well as, ways to get additional support within the community.
- PTA meetings are held monthly. The Administration shares information pertaining to new programs being implemented. The members are integral part of our school community working cooperatively to bridge the relationships between the school and parents.

SPECIAL PROGRAMS

To foster the high expectation P.S. 215 has, we provide our students with a full range of programs in the arts and academia. We have a comprehensive arts curriculum that provides sequential standards based arts education to all students in grades Pre- K- 5.

We are proud to say that we have students involved in many musical programs. We have chorus and instrumental programs. Our students have the opportunity to learn how to play guitar, violin or to be a member of the band. Our violin program during the school day begins in the lower grades. It continues after school with our upper grade

students. Our 5th graders have the opportunity to learn how to play the guitar. Our instrumental program begins with our 1st and 2nd graders learning how to play the recorder. It continues with our 3rd, 4th and 5th grade band.

We believe that health and physical education enhance and benefit the mind and the body. Students are given a varied and constructive gym program. The parents and students get a report generated from the Fitness Gram.

Our 4th and 5th grade students reach out to our community. Their fundraising efforts have resulted in contributions to such to charities as Susan G Komen, The ASPA, St Jude and the American Heart Association. . They also collected Toys for Tots and conducted food drives. This was all done through the Kiwanis Club's "K-KIDS".

Council for Unity promotes an atmosphere of integrated cultural values and acceptance of all people within the school environment. Students learn and practice how to support and communicate tolerance and peaceful conflict resolution.

In an effort to ensure that our fifth grades students are prepared to transition to middle school we departmentalize for all subjects other than Mathematics and ELA. The aim of this scheduling process is to support the socioemotional development of our older students and support them in maintaining the academic growth supported here at PS 215.

EXTRA CURRICULAR ACTIVITES

We are very proud of our after school academic and enrichment programs. We have reached out to our entire student body and have given them the opportunity to participate in a program that meets their individual needs. Many of these programs evolved from reviewing and analyzing our data. Below is a list of the many programs P.S. 215 offers:

- ELA and Math - Intervention and enrichment programs.
- ELL - After reviewing the data from NYSESLAT, we found that our ELL population needed small group instruction. To support them, we offer academic classes afterschool.
- Upper grades plan and perform in productions varying from stage to Ballroom dancing providing an opportunity for multilevel learners to contribute to the school community.
- Physical Education - We have a basketball team and cheerleading squad. We have an evening event, called Staff /Student Basketball Game. 5th grade students compete against staff. Parents and staff attend and witness the good sportsmanship and teamwork that the students display.
- We are thrilled that New York Junior Tennis League's grant is still in effect for this year. Students from all grades get to participate in the program five days a week.

Building Teams

The Cabinet meets to implement observe and reflect. We are diligently, as a school community, setting SMART goals in all subject areas that are measurable and obtainable. Expectations of great success prevail throughout the school and in the students' homes. Students help to assess their own performance and help to set their own individual personal and academic goal. This gives them a clear idea of how well they are doing and what they need to do next. Parents receive a copy of the goals and will receive a copy of the outcomes.

Pupil Personnel Team and School Implementation Team meet once a month to review Individual Education Plans (IEP) to ensure the quality of the IEP, services and recommendations as well as to make certain that the child has been placed in the Least Restrictive Environment (LRE).

School Leadership Team meets once a month to collaborate on the ongoing needs of the school. Parents and staff are equally represented.

Vertical Teacher Teams meets monthly to discuss pedagogical practices.

Safety Team meets monthly to discuss and amend safety procedures throughout the school building.

Attendance Team meets monthly to review absenteeism and lateness.

21K215 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	942	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.8%	% Attendance Rate	92.3%
% Free Lunch		57.5%	% Reduced Lunch	7.9%
% Limited English Proficient		10.7%	% Students with Disabilities	13.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	3.6%
% Hispanic or Latino		26.9%	% Asian or Native Hawaiian/Pacific Islander	20.4%
% White		47.0%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.29	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	6.53
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		53.3%	Mathematics Performance at levels 3 & 4	65.9%
Science Performance at levels 3 & 4 (4th Grade)		92.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	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.

The 2014/2015 New York State Report Card indicates a 2% increase in student proficiency in ELA Students with Disabilities, performing at or above proficiency in ELA (Levels 3 and 4). The Math assessment data shows an 8% increase Students with Disabilities performing at or above proficiency (Levels 3 and 4).

The current gains and increasing need to move students toward proficiency per the ELA and Math Assessment data from the 2014/2015 New York State Report Card requires significant supports for the academic structures for this subpopulation.

Part 2 – Annual Goal

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

By June 2016, instructional strategies will be implemented by all teachers instructing SWDs to improve current gains of 2% percent to result in an overall 3-5% increase in student scores as measured by the State Math and ELA Assessments and Alternative Assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Professional Development: will continue to be provided in the following areas; implementing structures for enhanced data analysis; planning for all learners to ensure academic progress toward grade level proficiency; Improving teacher pedagogy through a deeper understanding of the Danielson’s Framework for teaching as well as The Framework for Great Schools; Increasing parent engagement to establish a strong home school connection; as well as establishing and thoroughly maintaining a solid school culture Staff will be further trained in UDL , use of Assistive Technology, Multiple Entry Points, Modifications verses Accommodations, Writing Quality IEPs, Part 200, and Distinguishing Language Acquisition from Learning Disabilities; Providing Rigorous Instruction to all.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, Instructional lead teachers, Generation Ready Rep., Teachers</p>
<p>2. Additional Support Services: In addition to SETSS we have an at-risk SETSS program that targets general and special education students. It is a skilled based program that requires developing an instructional plan that will support the needs of no more than 3-4 students at one time. Moreover, we have an RTI plan that consists of 3 Tiers, which includes research based strategies, targeted and intensive interventions and progress monitoring. Additional personnel are used to provide AIS in grades K-5</p>	<p>All teachers and students</p>	<p>September 2015-June 2016</p>	<p>SETSS, and at-risk SETSS provides, AIS providers, classroom teachers</p>
<p>3. Scheduled Assessments will be administered three times a year. The first to establish a baseline, the second to note growth and the third to assess progress We will provide visible evidence that our instructional focus is embedded in all aspects of school practice including teacher planning, student work and administrative feedback. Tasks will be modified to meet the individual needs of the students along with scaffolding and UDL. These tasks will be administered with testing accommodations. Teachers will examine student performance trends and track progress.</p>	<p>All teachers, students and administrators</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, Instructional lead teachers, Generation Ready Rep., Teachers</p>

4. Teacher Team: All teachers will be part of at least one team. Each team will collaborate with each other to study and implement instructional practices that are impacted by both student and professional learning. Teacher teams will analyze multiple sources of data to support both teacher and student growth. Teacher teams will use protocols to assess student work and the effectiveness.	All teachers and administrators	September 2015-June 2016	Principal, AP and teachers
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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.

1. The professional development is continuously updated based on the teachers’ needs assessment, observations and current teacher practices.
2. Pupil Personnel and school implementation team meetings take place twice a month to discuss academic interventions and service plans for individual students.
3. Administrative walk-throughs as well as formal and informal teacher observations will be used to ensure that there is evidence of student engagement, rigorous instruction and high expectations are embedded throughout
4. Common planning time as well as other professional responsibilities time allocated every Tuesday will be used for teachers to meet to norm rubrics, review data as well as to look at children’s’ work all in an effort to improve student outcomes.
5. Increased use of technology software and hardware infrastructure targeting Special Education and the crossover Special Education ESL population will be implemented across content and grade level.

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	X	Title III, Immigrant
	C4E		21st 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.

1. Informal and formal observation, noticing sheets midyear assessments will be reviewed to ensure that new and research based instructional practices are continuing to improve student outcomes
2. Progress monitoring sheets from classroom teachers for RTI will be reviewed to track progress. AIS providers will submit formal tracking
3. Formal and informal observations, lesson plans (note differentiation and grouping) Differentiated materials. Data tracking for instructional tasks.
4. Danielson’s Framework, formal and informal observations, Professional Growth plants to support teaching 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 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

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> •

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
1.			
1.			
1.			
1.			

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Per the New York State School Report card, the ESL population from grades 3-5 more than doubled; increasing from 10 to 22 students in the 2014/2015 school year. The overall population continues to score below proficiency in Math and ELA State Assessments.

Although the ESL Department staff was not sufficient to support the growing ELL population, a growth from 9% to 18% of students scoring at proficiency (Level 3-4) on the Math Assessment was achieved.

Movement of all ELLs towards proficiency in significant numbers, including the subpopulation of Special Education ELL students must be a school-wide focus for 2015/2016.

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.

By June 2016, all teachers instructing ELLs will implement targeted instructional strategies that will result in an overall progress increase of 3-5% of ELLs scoring at or above proficiency (Levels 3 and 4) from Math and ELA Assessments.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Professional Development: will continue to be provided in the following areas; implementing structures for enhanced data analysis; planning for all learners to ensure academic progress toward grade level proficiency; Improving teacher pedagogy through a deeper understanding of the Danielson’s Framework for teaching as well as The Framework for Great Schools; Increasing parent engagement to establish a strong home school connection; as well as establishing and thoroughly maintaining a solid school culture Staff will be further trained in Part 154, Language Allocation Policy, Ell programs and policies, RTI for Ells, Common Core Aligned Units for ELLs, Supporting ELL Literacy; Educating ELLs: Collaboration not Isolation ; Development and Distinguishing Language Acquisition From Learning Disabilities.	All teachers	September 2015-June 2016	Principal, AP, teacher, ELL coordinator and AIS providers
2. Units of Study: Teachers will create Units of Studies that are not only aligned to the cognitive demands of the common core learning standards but also provide accommodations, Multiple Entry Points, Vocabulary Unpacking, Disciplinary Literacy For Ells and Increasing Academic Language and supports for ELLs.	All teachers and students	September 2015-June 2016	Principal. AP, ELL Coordinator, and AIS providers
3. Scheduled Task: Tasks will be administered three times a year. The first to establish a baseline, the second to note growth and the third to assess progress We will provide visible evidence that our instructional focus in embedded in all aspects of school practice including teacher planning, student work and administrative feedback. Tasks will be modified to meet the individual	All teachers and students	September 2015-June 2016	Principal. AP, ELL Coordinator, and AIS providers
4. ELL Parent Outreach: Parents along with children will be offered an afterschool homework help program. Parents will be invited to an ELL orientation at start of the school year. Saturday’s parent and students will be offered an enrichment program.	All teachers	September 2015-June 2016	Principal. AP, ELL Coordinator, Staff Developer, School Social Worker and AIS providers

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.

1. The professional development for all teachers will be implemented to update ENL teaching strategies currently in use. ENL teachers will also receive RTI and Special Education training to target specific subgroups. Observations using the Danielson Framework of current teacher practices will be used to select specific areas of professional development for classroom teachers to support pedagogy and ultimately student access to curriculum.
2. Teachers continue to meet twice a month to discuss unit plans and make necessary adjustments based on classroom data and grade trends.
3. An afterschool ENL/Special Education Data Inquiry group will meet weekly to identify and address the curriculum and socio-emotional needs of the ELL population. Curriculum writing in tandem with grade leaders as well as data analysis of assessments will be included and shared with the school community to support instruction. Social programs and other resources will be researched to further support our goals.
4. An Academic Afterschool ELL program and a Saturday program will offer support for English acquisition and incorporate the Arts to offer multiple access points for all learning types.
5. Infrastructure including but not unlimited to; additional teaching staff, an Assistant Principal for guidance and development of ENL/Special Ed departments, increased teaching resources, technology both hardware and software, updated Interactive Whiteboards, laptops and desktops for teacher and students and ongoing training for teachers in the use of all equipment will increase the ability of all stakeholders to address the needs of these students.
6. Administrative walk-throughs as well as formal and informal teacher observations will be used to ensure that there is evidence of student engagement, rigorous instruction and high expectations are embedded throughout.
7. Teacher planning time will be allotted to create and implement ELL parent/child ELL home school connection curriculum.

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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

1. Informal and formal observation, noticing sheets midyear assessments will be reviewed to ensure that new and research based instructional practices are continuing to improve student outcomes
2. Progress monitoring sheets from classroom teachers for RTI will be reviewed to track progress. AIS providers will submit formal tracking
3. Formal and informal observations, lesson plans (noted differentiation and grouping) differentiated materials, technology and data tracking for instructional tasks.
4. Parent and student surveys, formative and summative assessments will be given throughout the duration of the program

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

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 st 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.

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.

At PS215, we are proud to foster an on-going committed relationship with our parents as active members of our school community. Per our school survey 2014/2015, our parent response rate is 64% as compared to 50% citywide school response rate. Out of those responses, 50-54% feel that our school incorporates and connects with their cultural backgrounds both in the classroom and within the general school environment. Parents also feel confident in the teacher’s commitment to consistent communication as evidenced by the 88% agreement in the school survey. Although 61% of parents have never volunteered to participate in school activities, 83% know that the school staff regularly communicates with them regarding their student and school events.

Part 2 – Annual Goal

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

Our school community goals for 2015/2016 are to raise the level of overall parent involvement, allow for further integration of diverse cultures represented in the student population, continue development of the communication process and provide additional opportunities for parent participation. PS215 will increase the opportunities for meaningful involvement and will look for a 10% increase in participation of Parents in the Family Enrichment Nights. We will also work towards a 5% increase in positive responses to preselected questions in the Trust and Family-Community Ties portions of the School Survey to measure the success of this year's initiative.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. The PTA continues to be an integral part of the school community. Ongoing school activities in tandem with school staff such as monthly meetings, SLT members, maintain monthly newsletter, school spirit clothing, school pictures, afterschool activities, fundraising events and campaigns to foster community involvement. Community outreach also provides financial support for students and families for specific events and school supplies.</p>	<p>All parents, students, and all PS215 staff members</p>	<p>School year 2015/2016</p>	<p>PTA, School Staff</p>
<p>2. Family Enrichment Nights meet Monday Tuesday and Friday each week and provide a welcoming community atmosphere for families. Activities include yoga, art and music and cooking, incorporating physical education expression and nutrition for the community. Teachers and administrators are present an available creating open lines of communication.</p>	<p>All parents, students, and all PS215 staff members</p>	<p>School year 2015/2016</p>	<p>Select PS215 staff members</p>
<p>3. Parent Outreach time on Tuesday is regularly used for topics to inform parents of ongoing school initiatives and to support them in their child’s learning process, including but not limited to: Homework Help, Social Media Use, and Technology.</p>	<p>All parents, students, and all PS215 staff members</p>	<p>School year 2015/2016</p>	<p>Select PS215 staff members</p>
<p>4. Outreach for ESL Parents includes but is not limited to: expansion of translated Parent materials to increase awareness of student progress and school initiatives, available translators for specific events, native language academic materials in support of student home progress and school-wide cultural events to celebrate diversity and promote an inclusive community atmosphere .</p>	<p>All ESL parents, students</p>	<p>School year 2015/2016</p>	<p>Select PS215 staff members</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Budget will be allocated in support of staff participation and planning of ongoing series, as well as availability of translators for specific school events. Translation of parent materials will be made available and matched appropriately to in support of parent communication. Social media presence will be researched, developed and checked so that a safe school presence can be made available. Digital components to monitor and contribute to</p>

student performance such as home access to Go Math, Dreambox , MyOn, ELL specific Software and others will be made available where possible.

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	X	Title III, Immigrant
	C4E	X	21st Century Grant		SIG/SIF	X	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.

On going communication with PTA in formal and informal meetings and events, Parent Teacher Conferences, Social Media responses and daily interfacing between Teachers, Parents and Administration will be used to monitor the success rate of these initiatives. Specifically, the Winter break Parent Teacher Conference will be used as a mid-point assessment.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Benchmark Levels; RTI Tier II and Tier III Students; Formative and summative assessments; Students who were previously held over as well as those who are potential hold overs; Students designated AIS based on NYS ELA exam; At risk students; Students who are referred to PPT/SIT	<ol style="list-style-type: none"> 1. AIS 2. ELL after school program 3. ELL Saturday Program 4. RTI 5. SETSS/At Risk SETSS 6. Foundations 	<ol style="list-style-type: none"> 1. Small groups or 1:1 2. Small group 1. Parents and their children in small groups 2. Small groups or 1:1 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school 3. Saturdays 4. During the school day 5. During the school day 6. During the school day
Mathematics	Formative and summative assessments; Students who were previously held over as well as those who are potential hold overs; Students designated AIS based on NYS Math exam; At risk students; Students who are referred to PPT/SIT	<ol style="list-style-type: none"> 1. AIS 2. ELL after school program 3. ELL Saturday Program 4. RTI 5. SETSS/At Risk SETSS 	<ol style="list-style-type: none"> 1. Small group 2. Small groups, one to one 3. Small groups 4. Small group 5. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school 3. Saturdays 4. During the school day 5. During the school day
Science	Formative and summative assessments; At risk students.	<ol style="list-style-type: none"> 1. Pictorial dictionaries 2. Highlighted tape is used to note key points in texts 	<ol style="list-style-type: none"> 1. Small groups 2. Intervention as needed 3. One to one, small groups 	1-3 During the school day

		3. Student content vocabulary work list		
Social Studies	Formative and summative assessments; At risk students.	1. Pictorial dictionaries	1. Small groups 2. Intervention as needed; tutoring 3. One to one, small groups	1-3 During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on incidents; OORS reports, At risk students, teacher recommendations	1. Pull out Services provided for at risk students as needed during the school dy. The following activities may be provided: <ul style="list-style-type: none"> • Conversations and discussions. • Crisis intervention and follow up • Trust building activities and games • Social skills training • Character building • Coping strategies • Anger management skills • Self-esteem strategies 	1.Small Group, 1:1	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The administration conducts an outreach using the New Teacher Finder as a resource to recruit new teachers to the DOE without prior experience; perspective teachers participate in a rigorous interview with a hiring team and are provided opportunities to demonstrate their pedagogical practices. Careful consideration is given to those individuals who possess dual licenses, i.e. Common Branch and English as a Second Language (ESL) or General Education and Special Education. 100% of our teachers delivering core subjects are highly qualified. Moreover, all of our ESL and Special Education staff are certified in their respected areas and are deemed highly qualified. More than 90% of the teachers have been retained at PS 215 for more than 5 years.

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).
PS 215's administration conducts a needs assessment at the beginning of the school year. The results are used to determine what professional development activities are warranted throughout the school year. 100% of our teachers participate in high quality professional development delivered by our school staff as well as outside providers. Paraprofessionals participate in professional development with the teachers as well as are afforded opportunities to participate in professional development that is specifically designed for them. Topics for professional development include but are not limited to: Danielson's Framework, Instructional Shifts, The Framework for Great Schools, and The Common Core State Standards

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.).

The preschool curriculum is aligned to the common core curriculum which is used throughout grades K-5. Professional development opportunities are provided for all Pre-K teachers in conjunction with the rest of the school staff. Pre-K teachers are also afforded opportunities to participate in early childhood professional development, i.e. Work Sampling. Preschool students and teachers participate in all early childhood parent involvement activities. All Pre-K teachers are evaluated formally and informally by the administrative staff. Pre-K teachers meet with grade K teachers to discuss re-organization for the upcoming year. At this time records are exchanged and teachers discuss the best possible placement for each transitioning student. Students who have been classified as a preschooler with a disability are reevaluated by the Schools Assessment Team or by the Committee on special education prior to their 5th birthday.

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.

Every teacher is on at least one teacher team so that every teacher has a voice in the decision making process. The selections of appropriate assessments are discussed at grade conferences, lesson studies, assessment, cabinet, and vertical team meetings. Once an assessment(s) has been selected, all pedagogues decide on the type of professional development needed to prepare, implement and evaluate the assessment effectively. Time is allocated to design, revise and norm rubrics to ensure continuity throughout the grades.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$535,189	x	12,13,14,18,19,20
Title II, Part A	Federal			
Title III, Part A	Federal	\$16,652	x	18,19,20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$4,802,993	x	12,13,14,18,19,20

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. 215**, 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. 215** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

P.S. 215, 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.

1. 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

2. 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;

3. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Morris H. Weiss</u>	DBN: <u>21K215</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Starting in September P.S. 215 implemented a Saturday Enrichment program for ELLs and their parents in grades K, 1 & 2. These grades were selected for participation in the Saturday program because these grades have the highest concentration of ELLs. The objective and rationale of this program is to facilitate English Language acquisition on the part of ELLs as well as to maximize their opportunities for success on the NYSESLAT and other state assessments. Starting in October we implemented a 12 week after school program for grades 1-5 that focuses on homework help for parent and child as well as academic reenforcement of subject matter. The after school program will be implemented on Wednesday, Thursday and Friday from 2:30 pm - 4:00 pm from October through January. The Saturday Enrichment program starts at 8:00 am - 1:00 pm from September through January. Materials to be used are computers, ipads, smartboards, books and various art supplies. All instruction will be in English with native language support as needed. One NYS ESL teacher and one general education teacher were hired on a per session basis for the duration of the programs.

Part C: Professional Development

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

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

Begin description here: In order to promote academic excellence and quality instruction, Title III program teachers and staff responsible for the delivery of instruction and services to ELLs will receive training in:
Common Core Learning Standards for ELL Students - Through a series of workshops, teachers will learn the components and structure of the common core standards and will engage in creating rigorous tasks in literacy and mathematics. Teachers will learn how to align standards with content; design tasks/rubrics via unwrapping the standards and will create curriculum maps via a mapping backwards technique that outlines the required skills needed by students in order to successfully complete the unit.
Differentiation - This series of workshops will focus on teachers acquiring a variety of instructional methodologies to meet the needs of all students including ELLs.
Training will take place during the school day, after school and on Mondays and Tuesdays during our Professional Development for teachers and paras.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____ Parent participation in these aforementioned programs is required. Our parent coordinator plays an active role in parent outreach and is an active participant in these programs. Schedule and duration are of the same time frame as previously stated. Support for parents' understanding of and participation in instructional initiatives including a Title III meeting. Parent Coordinator school based workshops (monthly provided by the Parent Coordinator). Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and other languages as needed (provided by the Parent Coordinator). To circulate a newsletter provided by all class room teachers. Parents will be notified by translated letters as to when and where these workshops will take place.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$12,940 is the total amount with fringe. Total of 128.91 hours at a rate of \$50.19 per hour is allocated for two teachers per session</u>	<u>This money is for the per session salary for teachers.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	<u>N/A</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	<u>We are using materials already purchased with TL funds.</u>
Educational Software (Object Code 199)	_____	<u>Using software already in school.</u>
Travel	_____	<u>N/A</u>
Other	_____	<u>N/A</u>
TOTAL	<u>12,940</u>	_____

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 21	Borough Brooklyn	School Number 215
School Name Morris H. Weiss		

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 Antonella Bove	Assistant Principal Cassandra Brennan
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Janine Gossett-Price	School Counselor Brittany Phillip
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Rose Sallustio
Related-Service Provider Suzanne Hanrahan	Borough Field Support Center Staff Member Aaron Perez
Superintendent Isabel DiMola	Other (Name and Title)

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	4	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	3
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	1	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)	886	Total number of ELLs	162	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	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					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	136	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	136			4			0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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	0	0	0	0	0								0
TOTAL	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
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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): _____	Number of students who speak three or more languages: _____
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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	7	19	4	9	3	1								0
Chinese	10	10	2	2	0	1								0
Russian	9	10	3	6	3	1								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								0
Arabic	0	0	0	2	0	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	12	7	6	7	2								0
TOTAL	0													

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
Entering (Beginning)	19	31	14	8	3	5								0
Emerging (Low Intermediate)	5	16	1	9	1	0								0
Transitioning (High Intermediate)	2	0	0	1	3	0								0
Expanding (Advanced)	4	4	0	7	6	0								0
Commanding (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	0	0								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	13	8	42	9	3	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	0	0	0
4	1	1	0	0	0
5	4				0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DR ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use Fountas and Pinnel to assess the literacy skills of our students, including ENLs. This assessment is done 3 times a year for all grades. The instructional reading level. The assessments continues periodically throughout the school year to determine progress in reading. Teachers use differentiation. The quantitative data also reveals how the students, including ENLs, are learning reading via phonetic instruction and how the reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, and guided resource for universal screening; students who are below benchmark are provided with Tier II interventions and if necessary Tier III interventions wide. In addition, PS 215 is participating in the NYS ELL periodic Assessments to determine student strengths and needs in English acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The results of the NYSESLAT/NYSITELL Assessments are used to inform instruction across grade levels. For example, last year's scores revealed to Commanding levels. In response, we have eliminated our self-contained Kindergarten class to better meet the needs of our new ENL population by the 5th grade, (in the current school year: 52 students in 1st Grade and 5 students in 5th grade) with the largest number of students skills necessary to increase reading and writing proficiency, using differentiated small group as well as 1:1 instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AI](#))
Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on stronger literacy based instruction which includes more guided reading, writing responses, and writing prompts in support of Common Core C that the ENL students understand and attain the necessary information and vocabulary for all subjects. Articulation and collaboration between instruction. As determined by data from teacher observations, classroom asesments and student data the Ready Gen and Go Math curriculum common branch teachers in further support of student learning goals.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Student results across proficiencies and grades reveals that the ELLs are stonger in Mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers using these results to guide instruction. The results from the Interim Asses

to create lessons that focus on the

students needs. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 215.

The results of the ELL Periodic and benchmark assessments are shared with School Leadership and classroom teachers. Teachers use the results of assessments to provide 1:1 and small group differentiated instruction to support instruction provided by ELL teachers. From these assessments, we are learning the strengths and weaknesses of the ELL students in each grade and across grades. The success of the P.S 215 program for ELL students is evident in the percentage of students that move up in levels of proficiency.

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 [RtI Guide for Teachers of ELLs](#).]

We collect data from a wide variety of sources e.g., NYSESLAT, NYS Periodic ELL Assessments, formative and summative assessments, conferring with educators can make informed decisions that positively affect student outcomes. Professional development helps teachers use assessment results to address student needs. Specific Professional Development for classroom teachers both new and veterans will be implemented to address ELLs and SWDs within the area of need within the school community and appropriate resources and care will be provided them. Moreover, Professional Development can identify areas for improvement and modify practices. Students (including ELLs) are selected for TIER II or TIER III interventions if they require tiered levels.

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

Educators consider a variety of different factors regarding an individual's second language development including but not limited to the language support at home for first language literacy and/or English development, extra support the state, district, and school can provide to meet ELLs needs in passing the NYSELAT exam to further support their English Language acquisition and keep them aligned with their peer group in academic development.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- 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).

We evaluate the success of our program based on achievement percentile and number of students (1) making progress in English language acquisition. Data used for this determination includes but is not limited to: NYSESLAT, ELA, classroom assessments and observations, ELL Periodic Assessments, Formative Assessments, and

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.

During the registration process parents are greeted by the Pupil Accounting Secretary, and the Parent Coordinator. We have personnel available to communicate with parents in Spanish and Russian. When a parent is not from a Spanish or Russian speaking country, we use the DOE Translation Hotline. Parents are provided with all documentation pertaining to registration, including a Home Language Identification Survey (HLIS). The ENL teachers helps parents complete the home language survey. In addition, an ENL teacher meets with the parents to make an initial determination of the child's English speaking abilities. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine NYSITELL eligibility. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter. The ENL teacher (J.Gossett, E. Titus, B. Kopelowitz or D. Tuomi) assists in this process and then completes the identification box on the reverse side of the HLIS. The pupil personnel secretary then indicates the home language in ATS. NYSITELL is administered to all newly admitted ELLs within 10 days of enrollment, to those whose home language indicates that they speak a language other than English.

Students who score proficient on the NYSITELL enter a general education program. Students who score at entering, emerging, transitioning, and expanding levels are identified as English Language Learners (ELL) and eligible to receive English language development support services. Students who test or score as Commanding receive a letter explaining their child's entitlement to one additional year of English language support. Students who speak Spanish at home and score below proficiency levels on the NYSITELL are administered a Spanish LAB-R to determine language dominance. Once these students are identified an entitlement letter is sent home informing parents that their child is mandated to receive ENL services. Students who do not require ENL services due to achieving proficiency on the NYSITELL receive a non-entitlement letter.

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).

A initial SIFE determination is made within the first 30 days of enrollment. To assist in accurate identification, all staff will view Sife: Meeting the Challenge video from the NYC DOE. Upon completion of the HLIS during the registration process an ESL pedagogue determines eligibility for the SIFE ORAL Interview. This is immediately considered when the parent indicates that the child has had interruptive education and and ESL pedagogue administers the SIFE ORAL INTERVIEW QUESTIONNAIRE to each newly enrolled potential SIFE student to determine each student's primary language. After such determination is made, the SIFE LENS is administered to identify the students academic level within their Home language.

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).

Students with IEPs who have indicated another language other than English on the HLIS are subject to a review of evidence to determine ENL status based on the needs of the student and school-based reports and assessments. The Language Proficiency Team meets to determine if the student will or will not take the NYSITELL Exam. The team is comprised of ELL coordinator/teacher; a school/district administrator; A bilingual social worker; an IEP coordinator and the student's parent. The team reviews all documented evidence, such as the student's IEP, psychological evaluation, related service evaluations and pre-school progress reports as per CR Part 200.4 (b) (6) In addition to reviewing evidence regarding use of language in the school or home environment. The information gathered by the committee will determine whether the student's disability is a determining factor affecting whether or not the student has/can demonstrate proficiency in the English language.

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 basic structure at P.S.215 is to ensure that parents understand all three ENL program choices. Once the NYSITELL is hand scored, students scoring below proficiency are given an entitlement letter notifying the parents of a the mandated parent orientation. The letter contains a tear- off slip; these slips are returned to school and are attached to a copy of each student's initial entitlement letter. These letters are collected by the ENL coordinator and are stored in a secure file cabinet located in the main office. Phone calls are made to the parents who fail to return the tear-off slip in a timely matter. Additional one to one conferences with an ENL provider as well as phone conferences are offered to the parents that were unable to attend the parent orientation. Translators are available to assist the ENL teachers. Based on the NYSESLAT results, continued entitlement letters are generated and sent home to the parents informing them that their child will continue to be provided with ENL services. Moreover, non- entitlement letters are also generated and sent home informing parents that based on the NYSITELL results students do not require ENL services. Once the ENL students attains proficiency and is considered at a commanding level, the former ELL will continue to receive services of 90 minutes per week for an additional 2 years. All agendas, copies of entitlement/non-entitlement letters, surveys and selection forms are maintained in a secure file cabinet in the main office.

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).

A parent or teacher can make a written request to the principal inciating that a student has been misidentified as an ELL or a non-ELL. A team comprised of an administrator; certified ENL teacher, IEP coordinator, and the Bilingual social worker will determine the initial re-identification process. The team will review the student's work in English as well as the home language (if applicable). A determination for NYSITELL administration will be made. The school will consult the parent or guardian to inform them of the results of the meeting.

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.

Within 10 days of school a parent orientation meeting is held; present are Cassandra Brennan, Janine Gossett, Edgar Titus, and Rosie Sallustio the parent coordinator as well as staff members that are fluent in Spanish, Chinese, Russian and Hebrew. A sign in sheet is provided to all parents who attend the orientation. A formal presentation is made to the group in English by the ESL teachers (Janine Gossett, Edgar Titus, Beth Kopleowitz, and Danielle Tuomi) the information is subseqently translated into the parents' native languages by other pedagogues and the school ancillary staff. The following individuals serve as translators: Edgar Titus (Spanish, French, Hatian Creole); Estela Hernandez (Spanish); Ella Noble (Russian, Hebrew) and Abed Hasweh (Arabic).

During these meetings parents are afforded the opportunity to view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents have an opportunity to ask questions about the programs available (Transitional Bilingual Education, Dual Language and Free Standing ENL) and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave. If parents do not complete the survey, their choice will be recorded as a Transitional Bilingual Program. Parents that register through out the school year meet with the ENL Teacher who assists with the HLIS form and explains the different programs. The parent is also offered the option to see the video and visit classrooms. This procedure is completed for all new admits within 10 days of enrollment date.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- To ensure that Parent Surveys and Program Selections forms are returned in a timely manner, The ENL Department , the parent coordinator and the pupil accounting secretary reaches out to parents by phone, email and school memos. A spreadsheet is designed to include all pertinent information listing the times and dates that parents have been contacted.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The NYSITELL is hand scored, students scoring below proficiency are given an entitlement letter (and a copy parent survey and selection form) notifying the parents of a the mandated parent orientation. The letter contains a tear- off slip; these slips are returned to school and attached to a copy of each student's initial entitlement letter. These letters are collected by the ENL teacher and are stored in a secure file cabinet located in the main office. Phone calls are made to the parents who fail to return the tear-off slip in a timely matter. Additional one to one conferences with an ENL provider as well as phone conferences are offered to the parents that were unable to attend the parent orientation. Translators are available to assist the ENL teachers. Based on the NYSESLAT results, continued entitlement letters are generated and sent home to the parents informing them that their child will continue to be provided with ENL services. Moreover, non- entitlement letters are also generated and sent home informing parents that based on the NYSITELL or NYSESLAT results their child no longer requires ENL services. All agendas, copies of entitlement/non-entitlement letters, surveys and selection forms are maintained in a secure file cabinet in the main office.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once a program selection has been determined, a placement parent notification letter, in the parent's preferred language is generated and backpacked home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation including but not limited to: HLIS (Home language identification survey, the parent survey and program selection form, Program placement letters and entitlement/ continuing entitlement /non-entitlement as well as language proficiency team NYSITELL determination form are placed in the student's cumulative record folder. Additional copies of all documents are kept in a secure cabinet in the main office.
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.
- The RLER is the ATS Report which lists the students who are eligible for NYSESLAT. It also includes the years of service and the home language. The RLAT is a exam history report which determines the level of proficiency based on the previous year's NYSESLAT results. The pedagogues who administer the NYSESLAT are J. Gossett, E. Titus, B. Kopelowitz and D. Tuomi.
- Steps taken to administer all sections of the NYSESLAT are:
- Ordering of tests; confirming delivery of ordered materials
 - Schedule of tests administration; room assignments; taken into account time allotments
 - Ensuring that biographical data is correct on all answer sheets
 - Test distribution and administration for 3 out of the 4 components: Reading, writing and listening
 - Scheduling the speaking component of the NYSESLAT which will takes place one on one with a trained pedagogue
 - Collection of all test materials, cross reference of materials collected with ATS reports, secure tests and testing material
 - Provisions made to administer tests to absentees.
 - Packaging of all tests and grids with the testing coordinator .
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Upon reviewing the NYSESLAT results all student who did not achieve proficiency receive a continued entitlement letter in the parent's native language. Students who received proficiency based on the NYSESLAT receive a transitional support parent notifications letter in their parent's native language indicating that their child will continue to receive support.
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 results of the parent survey yield the following:
- After reviewing the Parent Survey and Program Selection forms, we have noticed that the preference of the parents at P.S. 215 is the Free Standing English as a New Language program. As a result, grades K-5 participate in a push-in/standalone ENL program with the time determined by CR Part 154 Requirements. In each grade the ELL program uses a comprehensive core curriculum set forth by Chancellor Farina. This curriculum is aligned to the Common Core State Standards. It is used to meet the instructional needs of all students and help students to reach and exceed state standards in English proficiency.

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. 215 has a Freestanding ENL Program with integrated ELA and standalone time according to their ENL level per the NYSESLAT and/or NYSITELL Exam. Heterogeneous groups within each grade or grade band are serviced by certified ESL Teachers who work in conjunction with classroom teachers to provide substantive support for students in the language acquisition process. Core curriculum is consistent across the grade levels and scaffolded for ENL learners to provide further support in the classroom. Technology is also implemented as a support through software specifically designed to target their individual learning goals across the content areas. The inclusion of a classroom teacher dual certified in ESL and COmmon branch provides further support for one of the first grade classes. This teacher also provides support to her teacher team through the use of shared strategies for ENL learners which was planned in response to the lower numbers of students testing out of the NYSESLAT as Kindergarteners. In this way, we support Teachers and students in their academic progress by providing built in support within the school community.
 - 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)?

Our primary goal in supporting our English language learners is to ensure that we have a highly supportive and welcoming environment for all learners. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent choice and instructional periods needed.

The schedules for the ENL teachers that are pushing-in to general education classrooms for the integrated ENL minutes is completed by an administrator and the ESL coordinator to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, school administrators devised a schedule that prioritizes, above all else compliance with and adherence to the mandated time allotments for servicing the three designated English Language proficiency levels that characterize our ELL Population. 360 minutes per week are allocated for entering, and emerging ELL students; 180 minutes per week are allocated for transitioning and expanding ELL students; 90 minutes per week are allocated for commanding ELL students.
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.

With our content-area instruction we try to encourage our students to develop higher order thinking in all subject areas while at the same time acquiring the English Language. With regard to content area instruction, our ENL teachers use a variety of instructional approaches to foster language development and meet the demands of the Common Core Learning Standards, such as The Total Physical Response (TPR); The Whole Language Approach; The Natural Approach and the Language Experience Approach. Teachers use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. In addition, the teachers use cooperative learning strategies i.e. Peer Buddy/Small Group Activities/Pairs and Threes as well as other interactive strategies, such as KWL Charts, Role Play, and Games. We are also using various ways of scaffolding classwork based on level of English Proficiency as well as exploring multicultural resources, such as organizations and clubs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At the beginning of each school year we analyze our ELL population using NYSITELL, NYSESLAT results, Home Language Identification Survey, school history and parent interviews. We order NYS exams in native languages, such as math, science and

social studies. If necessary, math texts are ordered in Spanish; we have several Spanish speaking staff members who can assist students.

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

The ENL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. Through guided instruction, strategy lessons, interactive experiences, and individualize instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained class, instruction is differentiated and supported by ENL methods in accordance with City and State performance Standards. The ENL program at PS 215 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELL's to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways:

- Making connections to texts
- Learning experiences
- Prior knowledge
- Use of language in discussions, group work, and in presentations
- Understand the multiple meanings of words
- Collect, analyze and organize information
- Perform multi-step tasks

Teachers of ELL students are provided with NYSESLAT total scores in the four modalities. The following instructional practices are consistent throughout the school in order to support all ELL students in the area of Listening, Speaking, Reading and Writing as follows:

- Reading – During Reader's Workshop students participate in a variety of reading activities that scaffold from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading and individual reading conferences. Comprehension strategies taught include monitoring for reading, questioning, determining importance, making inferences, drawing conclusions, creating mental images and synthesizing information. The following formative assessments are used: Graphic Organizers, Exit Slips, Learning/Response Logs, Questioning.
- Speaking – Oral language development is a focus throughout the day, in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer to peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn and talk, storytelling, role playing and puppetry. the following formative assessments are used Think Pair Share, As I see it, Interviews, Oral Questions and discussions.
- Listening – Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using listening centers. The following formative assessments are used: Individual white response boards, Debate circles, Exit slips and Kinesthetic Assessments.
- Writing – Writing skills and strategies are targeted during the Writer's Workshop mini-lesson and during individual student conferencing. During mini-lessons students are exposed to mentor text providing models of writer's craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the standards. The following formative assessments are used: Exit/Admit slips, Learning/Response Log, Graphic Organizers, and Constructive Quizzes.

Informal formative assessments are done 3 to 4 times a week and formal formative assessments are weekly, bi-weekly and/or monthly.

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

Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ENL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them

into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ENL instruction and provided with remedial instruction wherever necessary. The curriculum and standards are adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students

are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness,

phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials,

increasing language development and proficiency.

Students in US schools for less than three years are considered Newcomers. The mandated instructional time is provided for during the school day. The ENL teacher works closely with the classroom teacher to make sure that the student's needs are addressed. Newcomer books and tapes, as well as other instructional materials are available in the ENL teacher's room that can be borrowed for classroom use. Classroom curriculum is scaffolded by the ESL pedagogues to provide further access points for ENL learners.

The ELLs that have been receiving service for 4-6 years also get intense remediation in their classrooms by AIS teachers. The ENL teacher has ongoing articulation with the classroom teacher and service support providers. ELLs with special needs have been placed in ICT classes. Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS/RTI services in Reading and Math. Teachers use scaffolding and continue to use linguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language. Former ELLs receive testing accommodations, such as time and half and separate location. Moreover, former ELLs are further supported through an ongoing collaboration between ENL providers and classroom teachers which includes common planning time, cultural responsiveness and continued implementation of ENL strategies for 90 minutes per week.

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.

For students re-identified as ELL or non -ELL based on approved re-identification appeal within 45 days of school enrollment, the principal reviews the re-identification process. The principal then consults with the staff members, the parent and the student to determine whether or not the student's academic progress has been adversely affected by the re-identification process. If it has been determined that the child has been adversely affected by the re-identification process the school must provide additional support services within a 6-12 month period. If it has been determined that an ELL status warrants a reversal, the principal will consult the superintendent's office. Within 10 school calendar days a final decision on re-identification is rendered and is communicated in writing to the parent. This notification will be printed in the parent's native language.

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?

Instructional Components

- Language Development activities that address the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ENL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on-going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based as well as modified for ELL students.
- Use of technology to provide multiple access points and individual support in the learning process
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of literacy program. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment

The appearance of the environment in which ELLs receive their instruction is just as important as the lessons taught there. A positive, organized and risk-free environment denotes respect for the learners. It is a classroom that motivates the learner and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encourages students to have a sense of belonging, ownership and independence. The physical appearance of the room should promote language and become comprehensible to the students whose native language is other than English. These include:

- A meeting area to promote whole class instruction
- Children's work folders, located in a specific, neatly organized, visible area
- Leveled classroom libraries with culturally relevant stories available for their use
- Print rich environment provided by charts, student work and content area word walls
- Furniture arranged to allow easy access and visibility by the teacher in clusters for group discussions and cooperative learning
- A flow of the day denoting the activities of the day
- Charts specific to unit of study in literacy and other content areas
- Word walls with high frequency words aided by visuals as needed for ELLs at various levels

In addition to the above students with disabilities (SWD) who are also ELLs are provided with:

Vocabulary picture cards; bilingual picture dictionaries, bilingual glossaries; as well as provided with limited number of choices, less complex assignments and assessments; single concept instruction, repetition, modified speech/ word enunciation, additional scaffolding and modeling and or guided practice.

Currently, we have 2 students with disabilities that require a bilingual placement; therefore an alternate placement para is provided for those students.

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?

ELLs identified as Special Education Students with special needs are in general education classroom, Intergrated Co-teaching classrooms as well as self-contained classroom. Our school recognizes the importance of flexible programming and uses the full continuum of special education services to meet students needs in the least restrictive environment. SWDs that are in an integrated co-teaching classroom are scheduled to receive push in services. Careful attention is given to ensure that ELL services do not conflict with their required special education mandated services. All service providers, including ENL teachers, are asked to complete a master schedule for each student which are located in the IEP Coordinator's office. Because ENL sessions are longer than any other service delivered in our school, ENL providers are asked to schedule their sessions prior to any related service provider i.e. speech, OT counseling etc. Once all the services for each SWD/ELLs are scheduled, each student's scheduled is carefully reviewed to ensure that there is no over lapping of services. All of our SWDs/ELLs are educated alongside their general education peers for the following subject areas including but not limited to, gym, art, music and technology. The needs of these students are accommodated by including smaller group size, the presence of a paraprofessional during ENL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, technological resources such as Smart boards, websites like brainpop.com and using the internet for learning and research. ENL teachers are provided with copies of students' Individual Education Plans and work closely with the classroom teachers and/ or service providers to ensure that instruction is delivered appropriately, expectations are high and goals are achieved in a timely manner.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

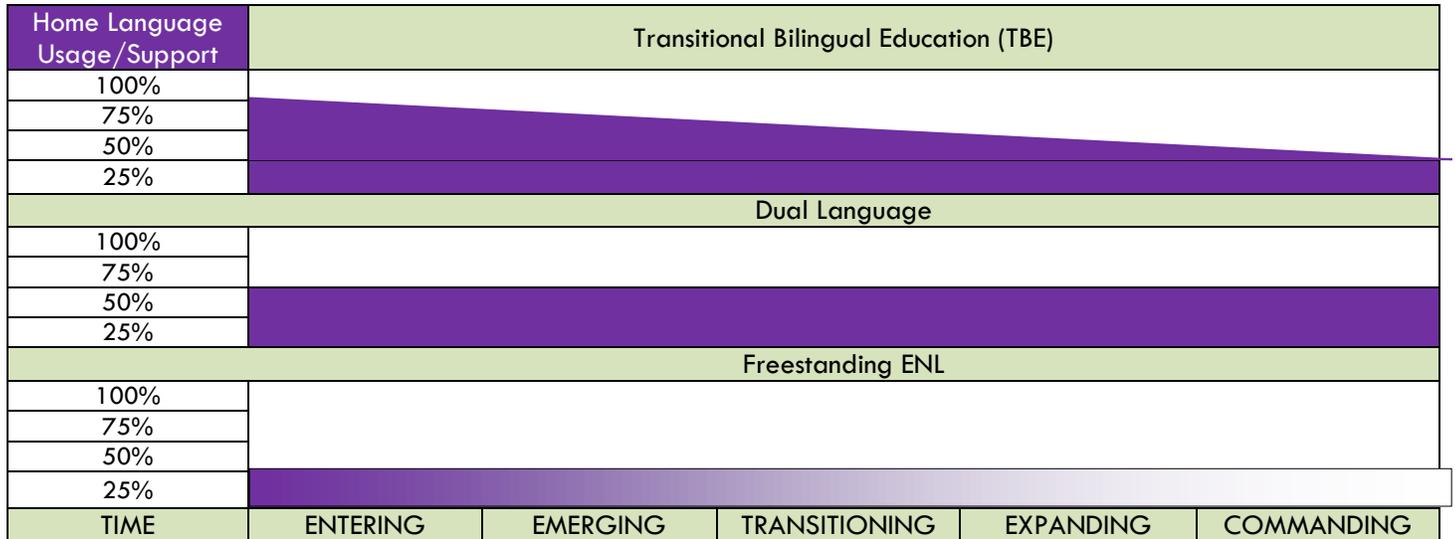


*Note “other approved services” does not apply to New York City at this time.

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. Targeted interventions are services provided in the classroom for our ELLs during the regular school day by the student's classroom teacher. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Students are assessed on a bi/weekly basis using specific probes. Teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Struggling students, including ELLs, and those identified at risk for not meeting grade level standards receive intensive intervention services (TIER III). Once these students are identified, the ENL Teacher and the RTI Intervention Specialist design a program that will meet the individual needs of these struggling students in the classroom. These students may also receive Academic Intervention Services (AIS) if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. We are also in the process of implementing ELA software school-wide that will create an individual learning path for students. The program has specific modules for ELLs and SWDs to provide further support in school and at home. Additionally, we will provide strategy specific Professional Development for Teachers from both internal and external providers. The following is a list of targeted interventions:
- ELA
1. AIS
 2. RTI
 3. Grade 3-5 After school Program
 4. Recommended Extended Day Grades 1-3
 5. Foundations
- MATHEMATICS
1. Small group instruction
 2. AIS
 3. 4th and 5th grade after school Math Program
 4. Go Math re-teach lessons
 5. Math Exemplar graphic organizers
- SCIENCE AND SOCIAL STUDIES
1. Pictorial dictionaries
 2. Science resources are provided for at risk students in the form of online activities as well as in print
 3. Highlighted tape is used to note key points in texts
 4. Student content vocabulary word lists
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ENL program in our school presents challenging and well-developed language strategies both in content-area and in ESL. We are preparing our children to solve problems, think critically and communicate in the language in which they are being taught. A three year analysis of our ELL program based on the NYS ELA Exam shows the following results: 2013: Level 1-87%, Level 2-7%, Level 3- 6%, Level 4- 0%. 2014: TBD and 2015 TBD
- A three year analysis of our ELL program based on the NYS Math Exam shows the following results: 2013: Level 1-56%, Level 2- 28%, Level 3- 11%, Level 4- 6%. 2014 TBD and 2015 TBD
- A three year analysis of our ELL program based on the NYS 4th Grade Science Exam shows the following results: 2013: Level 1- 33%, Level 2- 17%, Level 3- 33%, Level 4- 17%. 2014 TBD and 2015 TBD
- We are currently undergoing a thorough comprehensive analysis of our ENL program in order to address the above results.
12. What new programs or improvements will be considered for the upcoming school year?
- In the past several years we have had a Saturday Program that included parents of ELLs accompanying their children. Activities include: small group instruction to address needs, language development activities as well as arts and crafts. Moreover last year we offered an ENL after school program 2 days a week. Students were afforded the opportunity to engage in activities that will address their specific language needs in order to meet the demands of the common core standards. We have decided to continue this program this year.
- For the third year, we will continue to use DOE approved literacy program entitled ReadyGen. Upon further examination, we are implementing deeper scaffolding for ESL and SWD learners to create additional access points and supports for these students. Combined with deeper professional development with targeted strategies for ENL learners, we intend to provide the support needed to improve ELLs and SWD ELLs English development as evidenced by higher numbers of students scoring in the Commanding range in the NYSESLAT and higher scores on the ELA exam.

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

After reviewing the lower level of Kindergarten testing out of ESL through the NYSESLAT, we have chosen to disband the self-contained ESL class in favor of heterogeneous grouping throughout the grade. With the addition of an ESL certified teacher, a dual certified ESL/Common Branch teacher and an Assistant principal for the ESL program, we intend to increase the support within the overall school community for ENL learners of all levels.

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

All ELLs are afforded equal access to all our school programs. All after school clubs, music, art, shows, plays, and family involvement evenings are open to the entire academic community. These notices are translated into parents' native languages.

There is a Title III program that consists entirely of ELLs. The Title III after school program will serve 30 students.

We offer an ELA and Math test prep program in grades 3-5. Over 70% of ELLs participated in the test prep after school program in grades 3-5.

In past years all newcomer, beginner, and struggling ELLs were invited to participate in the after school program where they receive scaffolded instruction in the content areas as well as literacy and math. The programs usually runs from October through March. The ELL After School program utilizes a hands on approach to language learning with literature that reflects a specific purpose (math, science, social studies, art, literature, or health). The read-aloud approach is used to improve the listening skills necessary for English language acquisition. Students in the program are then asked to discuss the story using the vocabulary acquired through the text. The discussion part of the program is used to reinforce the new vocabulary the student has been exposed to via the literature as well as to demonstrate the building of background knowledge on the subject at hand. Next the students are asked to follow verbal directions from the teacher as they aim to create a hands-on project in response to the literature, which incorporates a written piece based on the literature. This hands-on part of the program is used to motivate the student to write as part of their finished product and is used to improve the writing skill necessary for English language proficiency. Once the students' project are finished, they are asked to share their writing and ideas with the other students. This sharing part of the program is used to help the student practice and improve in the reading skill necessary for English language proficiency as well as to improve the students' academic self-esteem. A decision to continue the after school program this year has yet to be determined.

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.

At P.S. 215 we realize the advantages of using technology in the classroom, especially for our ELL students. All of our classrooms are equipped with SMART Boards. Using SMART Boards in the classrooms engages our ELLs because it uses an interactive multi-sensory technology. We utilize websites, such as Starfall and Brainpop, we also use multicultural literature, author studies, such as Eric Carle; Leo Lionni, Nonfiction literature: Time for Kids; newspapers; scholastic news for kids, and Audio Listening Centers: read alouds; read alongs and music. We are in the process of implementing instructional software in line Go Math as well as an additional ELA software program which creates individual learning paths for students, data for teachers and parents and is readily accessible from students homes as well as within the school.

- Starfall- website that teaches students' how to read using a phonetic approach; contains features, such as phonics games and online interactive books.
- BrainPop: Website that provides English and Spanish educational support in the form of educational movies, leveled quizzes, games and activities in all academic subjects.
- Time for Kids: a news magazine geared toward K-5 students that offer age appropriate news stories and current events.
- Scholastic News: A weekly magazine that contains both fiction and non-fiction articles and stories.
- Audio Listening Centers: Designated space within the classroom where students use audio equipment such as headphones to listen to grade appropriate material.
- Bilingual texts: Books that contain text written in English and a student's native language.

All of the above instructional materials are used with all ELLs and former ELLs to various degrees.

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

Native Language support is provided in the form of peer-interaction whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ENL instruction. Memoranda are sent home in parents' native language. We have use of an in house bilingual staff to provide translation services. If necessary staff members are instructed to use the DOE translation unit.

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

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. We currently have 4 ENL providers on staff; Beth Kopelowitz services K; Janine Gossett services grades K and 1; Danielle Tuomi services grades 2 and 3; and Edgar Titus services grades 4 and 5. Each group consists of no more than two consecutive grade levels. Materials are age appropriate, and are used to build capacity and comprehension. We use scaffolded Ready Gen curriculum in line with the classroom teachers as well as targeted ENL resources such as NYSESLAT Prep books and software programs specific to their needs.

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).

Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides information to the the parents of ELLs. We offer parent workshops for newly enrolled ELLs prior to the beginning of school. We are also hold a "meet and greet" for the students and their parents. We schedule these activities in the last week of June and/or late August.

19. What language electives are offered to ELLs?

Elementary schools do not offer language electives.

20. For schools with dual language programs:

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

Currently, P.S. 215 does not have dual language programs.

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.)
Professional development (PD) is offered to all teachers and Paras at PS 215. PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management, use of Technology with ELLS and how to support ELL class participation, as well as observation of the ENL teacher whenever possible. The Borough Office Support Specialists will also offer PDs for classroom teachers during school day in which students are not in attendance in order to provide the teachers with the mandated hours of PD in the ELL area.
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?
Professional Development for all ELL personnel at the school will be as follows:
ENL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, and instructional team meetings. ENL teachers prepare presentations, suggest methods and strategies for working with ELLs in addition support school staff. The ELL professional development received at these instructional team meetings will be turn keyed to remaining classroom teachers and paraprofessionals. These workshops include topics, such as: cultural awareness, modifying Instruction to increase comprehension, building and teaching vocabulary and the use of technology in the classroom specifically to support ELLS..
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ENL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ENL teachers, administrators and secretaries consult with parents, teachers and students on issues related to transitioning to middle school. The guidance counselor, social worker and psychologist support the social aspects of coming into a new country or new school. ENL teachers and the parent coordinator also provide information to parents, teachers and other school staff about ENL programs in middle schools, exam information, the general transition period and creating support networks in their new school. ENL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child's future. Moreover, we send translated middle school fliers; middle school application information in the parents' native language.
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.

Several professional development sessions are scheduled with the entire school staff which includes School Administration, Parent coordinator, Secretaries, Para-Professionals, related service providers, social worker and school psychologist, general education and special education teachers, under the direction of the ELL Instructors, Assistant Principal and Professional Development team.

2015-2016 ELL Professional Development Calendar and Plan is as follows:

Topics include:

- Cultural Awareness and Responsiveness
- Social and classroom interaction for ELLs
- The 4 domains (Vocabulary, comprehension, writing and oral language of English language instruction)
- ESL Instructional approaches and methodologies.
- ESL Performance Definitions
- Language acquisition process for writing
- RTI and ELLS
- The Gifted and Talented ELLs
- ESL instruction and the Common Core Learning Standards
- Accelerating ELL student achievement
- Setting high expectations for our ELLs
- Best Practices for Teaching ELLs

All agendas and sign in sheets as well as copies of materials and hand-outs are maintained in a Professional Development Binder located in the main office.

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?

ENL teachers will provide annual individual meetings with parent of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas on Tuesday afternoons during out parent outreach allocated time. The main office is maintained as welcome place for ELL parents for assistance with the multiple aspects of integrating into the school community. Increased communication with teachers is further encouraged by the addition of translated letters to support parent knowledge of student progress, community events and activities.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
For Question 2: This year, we intend to implement a new ENL Parent Meeting time on Tuesdays once a month to increase access and encourage Parent involvement. at this time we are creating an schedule and response sign off to better coordinate available staff and translators to support Parent communication. The meetings will be helmed by the ENL Coordinator and Assitant Principal to facilitate a productive and welcoming environment for all participants. Records of the meetings and any ensuing issues will be kept in the ESL Binder in a secure location with the associated ESL documentation. We intend to provide an open dooe for parents to express their needs and the opportunity for our school to address them promptly.

Answer for Question 3

P.S. 215 welcomes parents of all children to be a member of our academic community. We provide translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This year we plan to hold the following workshops: Tips for Parent Teacher conferences; Parent Survey Assistance and Dial a Teacher. The following programs are specifically designed to foster communication amongst parents of ELLs. Every year we have a Multicultural night where parents prepare food from their native countries and were available to exchange recipes with other parents. On Saturday mornings we offer an ENL enrichment program for parents and their children; parents are informed of ENL activities that take place during the school day as well as given an opportunity to ask questions and address concerns.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
In the past, we partnered with Cornell University cooperative extension of NYC which offered parents an eight session program designed to focus on Health and Nutrition. Some of the highlights included but were not limited to basic nutrition, the food pyramid, label reading, smart shopping and budgetary concerns. Parents prepared nutritious meals using simple but satisfying recipes. All parents that participated in the program received a certificate from the University. Staff members were available to translate pertinent information to parents.

Parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed.

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

Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events. The parent coordinator serves as liaison between the parents and the school. At the beginning of each school year, the parent coordinator sends out a welcome letter to all parents where she introduces herself, defines her role and lists the various ways that she can be contacted. The parent coordinator requests and maintains a list of parent email addresses as a channel of communication to express their needs and concerns.

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

Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. The ENL Saturday Morning Program provided a an opportunity for parents to meet the pedagogues and experience the quality instruction that is being offered to their children. The multi-cultural banquet afforded parents the opportunity to meet and build community and raise the awareness of the richness of diversity that exists in our school.

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.

It is determined that the ELL program here at PS 215 is successful in that most of our students attain proficiency and test out of the ELL program by 3rd grade. The number of students in our ELL program at the upper grade range is significantly lower than the students in the lower grades. Traditionally, our number of ELL students at the entering level decreases dramatically after one year of ELL instruction. Those students progress rapidly to subsequent levels and many pass the NYSESELAT exam. However, the resulting data from last year precipitated an in-depth examination of our ENL program with the resulting addition of 3 staff members at multiple levels of the school community to support academic support of ELLs, realignment of the available ELL scaffolded materials, targeted PD specific to ELL strategies for classroom teachers and increased use of technology both in the classroom and at home .

Once a student becomes a former ELL, we have seen their high success rate on the standardized state exams particularly in Math and Science as a reflection of the success of this program and good teaching strategies within our classrooms. The ELL program is ongoing because as students attain success and move on in their educational careers, they are replaced by newly admitted ELL students. Although most students show growth within the ENL program (progress from level to level); many of these students fail to attain a proficiency level in ELA. Our current focus is to apply the new skills of the new staff members, additional ENL strategies and technology across the classrooms to provide the additional support needed by our ELL population.

School Name: PS215**School DBN: 21K215**

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)
Antonella Bove	Principal		10/31/15
Cassandra Brennan	Assistant Principal		10/31/15
Rosa Sallustio	Parent Coordinator		10/31/15
Janine Gossett	ENL/Bilingual Teacher		10/31/15
	Parent		10/31/15
	Teacher/Subject Area		1/1/00
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Brittany Phillips	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Suzanne Hanrahan	Other <u>Spec Ed Liason</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K215** School Name: **Morris H. Weiss**
Superintendent: **Isabelle DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) 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

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.

At PS215 we use the eHOME Language Survey, ATS Reports, Student Emergency Contact Cards, Parent Survey, Teacher input and Parent Interactions in formal and informal situations to determine the language of preference and dominance among our Parent community. The PTA also welcomes to the school community and shares information regarding feedback from new parents throughout the year. The ENL teachers are particularly diligent in identifying those parents requiring assistance as part of their interaction with students for academic and social reasons.

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.

Chinese: including Mandarin, Cantonese, Fujinese, Spanish: including K'iche', Arabic, Urdu, Russian, Uzbek, Tajik, Hungarian, Polish, Georgian

Part B: Creating a Communications Calendar

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.)

School and Community Events, local community events:community board meetings, annual handbooks,monthly newsletters, calendars, parent -teacher conferences, after-school program information and events, academic planning meetings, parent outreach informaiton, NY testing dates, ongoing student curriculum and progress reports and guides and letters form school leaders.

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, multiple formal and informal school conferences held throughtout the year, Parent Outreach and Family Enrichment nights, community support meetings, guidance counselor/school psychologist/social worker meetings, IEP meetings, Tuesday Parent-Teacher Outreach weekly contact, formal and informal school events

Part C: Providing Language Assistance Services

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.

The ENL department, Office staff, classroom teachers, guidance counselors and social worker will create a coordinated process for ongoing communication with ENL parents. The new ENL School Adminstrator will assist in coordination efforts, monitoring and selection of materials and times for translators.

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.

PS 215 will now develop a system to provide translated communications both printed and digital as well as on site translators present for scheduled meetings, including but not limited to school-wide conferences, PPT and SLT meetings,community meetings, individual parent teacher conferences, PTA meetings and events, Socio-emotional support and counseling meetings where ENL parents are able to attend. Wherever possible we will utilize over the phone and email to the Translation Services unit to meet this intiative. MutilingualSchool staff as always will offer their support however, for events such as

Grade meetings wherein a an ENL teacher needs to address their own students, translators will be provided to support commnuicaiton with all parents and all teachers. On site translators will be procured according to the guidelines given by the DOE.

Part D: Training Staff on Policies and Procedures

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 school community members will be informed through an on-going series of Professional Development on regular Monday Pd time as well through regular visits and participation during COMmon Planning time at the grade level. The ENL teachers and Administrator will spearhead the establishment of the new communication process and keep records of all translated materials in the ENL COOrdinator's Office and in the main office for support staff. PS 215 will begin to create "Evergreen" materials such as Progress reports, Homework Help and Behavioral reports in multiple languages to be implemente school wide, creating a consistent communication and multiple response options for ENL parents.

Part E: Providing Notice of Language Assistance Services

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

A new Language Access Coordinator will be trained in order to implement and inform the school community about the language access services available for the school and the parents. The new LAC will receive training and verify that all information is disseminated to parents directly, necessary policies are posted and clearly visible in the school building, and that all members of the school teaching, support staff and leadership are informed of their responsibilities in regards to the regulations and their implementation.

Part F: Monitoring and Quality Control

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

The ENL Administrator, ENL teachers, and classroom teachers will regularly ask for satisfaction levels of communication with ENL Parents in informal and formal events and interactions. The main office staff will also be required to remind previous parents and inform new parents of the multiple options available to

them to support communication within the school community when sharing all levels of information. PTA members will continue welcoming the ENL families and communicate with school leadership the change in response rate from this group of parents. The Parent Survey will also be used at the end of the year to assess the progress of this initiative.