

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K315
School Name:	P.S. K315
Principal:	JUDITH RANFT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: School of Performing Arts School Number (DBN): 22K315
Grades Served: Pre-K through 5
School Address: 2310 Glenwood Road Brooklyn, N.Y., 11210
Phone Number: 718 421-9560 Fax: 718 421-9561
School Contact Person: Judith Ranft-Quartana Email Address: jranft@schools.nyc.gov
Principal: Judith Ranft-Quartana
UFT Chapter Leader: Bonnie Wood
Parents' Association President: Carline Lubin
SLT Chairperson: Raquel Sanon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Title 1 Representative Natacha Daring
Student Representative(s):

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5609 Flatlands Avenue vBrooklyn, NY, 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718 968-6100 Fax:

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY, 11209
Director's Email Address: Cwatson21@schools.nyc.gov
Phone Number: 718 923-5171 Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judith Ranft-Quartana	*Principal or Designee	
Charlene Glasser	*UFT Chapter Leader or Designee	
Carline Lubin	*PA/PTA President or Designated Co-President	
Christine Dennis	DC 37 Representative (staff), if applicable	
Natacha Daring	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	
Stacey Negron	/Member/Parent	
Maurissa Eastman	Member/Parent	
Natasha Casimir	Member/ Parent	
Chevehvah Benlevi	Member/ UFT	
Marlie Leopold	Member/ UFT	
Raquel Sanon	Member/ Chairperson	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

PS 315K is an ethnically diverse elementary school with 765 students from prekindergarten through grade 5. The school population comprises 67% African -American, 21% Hispanic, 3% Caucasian, 7% Asian and 2% other students. The student population consists of 14% English Language Learners and approximately 15% Special Education students. Boys account for 48% of the student population while girls comprise 52%.

The mission of PS 315K is to promote a safe and respectful learning environment where students are educated to be college and career ready through a Professional learning Community where all members are stakeholders and work toward the common goal of having students ready to meet the challenges of an ever changing technological 21st century society. Students will develop through an academically rigorous curriculum fostering important decision making, critical thinking, and technological skills enhanced through the fine arts and fostering the ability to communicate effectively. All members of the school community will share accountability for creating a positive, supportive, nurturing, and respectful environment, and for achieving successful student outcomes through high quality standards driven instruction where the arts are celebrated and diversity embraced.

PS 315K partners with Flatbush Development Corporation (FDC) which supports working parents by providing an after school program which includes homework help and recreational activities. We also partner with Brooklyn College in support of their teacher preparation program. PS 315K has welcomed student teachers and student observers into our classrooms to provide internships with experienced teachers. PS 314K has partnered with the Reading Partners which provides individualized tutoring to struggling readers. PS 31K welcomes the arts into our school by partnering with arts residencies such as Dancing Classrooms, Dance Wave, Making Books Sing, New York City Ballet, and Link Up With Carnegie Hall. We also have certified art, music and dance teachers to provide quality arts instruction to our students. We opened a Dual Language classroom in grade 1 this year. Students learn to read, write, and speak in Spanish.

Our two biggest subgroups are the English Language Learners and Students with Disabilities. Both populations need extra support in the Literacy and Math curriculums that are driven by the Common Core Learning Standards. Academic challenges exist in the areas of oral language development, phonemic awareness and phonics, writing, reading, and reading comprehension. Problem solving in math presents problems for these subgroups as reading, writing and speaking to express mathematical reasoning is involved. While language presents a challenge for the ELL students, academics delays come into play for the Students With Disabilities. Social and emotional factors present challenges for all students as internal controls sometimes inhibit a student from the optimal learning experience. Parent support sometimes takes a backseat as parents may have a language barrier or lack the education to support their children academically at home

The elements from the Framework for Great Schools that we have made progress include the following:

- Rigorous Instruction is an area that has been an identified need as determined by our most recent Quality Review, the Principals' Performance Review, teacher observations and snapshots centered on Danielson's Framework for Effective Teaching. When visiting a classroom, effective discussion can be seen with higher order questions being asked to engage students intellectually. Students work cooperatively on different tasks assigned by the teacher and students share their collaborative work with the rest of the class. Common Core aligned curriculum in ELA and Math took the form of the Ready Gen Literacy and Go Math Program. Teachers have made progress on question formation aligned to Webb's Depth of Knowledge. Performance tasks in ELA and Math are rubric based and connected to Common Core Learning Standards in ELA and Math were completed by students. Student interaction and peer led discussions is also an

area where pedagogy has shown improvement. Teachers have made progress in maintaining ongoing checks for understanding throughout a lesson.

- **Supportive Environment:** This is an area where PS 315K continues to show growth. A culture of respect and rapport is established in the different classrooms where students work collaboratively and support each other academically and in the social emotional areas as well. Accountable talk is evidenced in partner share and small group activities. Students reflect upon the work of their peers. Feedback is provided by both students and staff to provide glows, grows, and next steps. The whole child is celebrated through the Leader in Me Program, a program that embraces leadership qualities in every child and is based on the seven habits of highly effective people or happy kids. We also have the Star Student which emphasizes safety and a respect for all environments. We have a student and citizen of the month from every class in the school. Students and staff are supported by a full time guidance counselor, Save Room teacher, and our SBST team.
- **Collaborative Teachers:** PS 315K has made progress in this areas as teachers work in grade cohorts to plan collaboratively and look at student work. Teacher teams are horizontal on grade levels, vertical across grade levels, are made up of sub groups such as Students with Disabilities, English Language Learners, or Enrichment classes. Teachers collaborate on instructional trends, implications for instruction, and next steps toward meeting student achievement.
- **Strong family and community ties** are an area of focus for PS 315K. Parent involvement is minimal and needs to be improved upon. With the large number of working parents, immigrant, and temporary housing families, it has been a challenge to bring parents into the school for family events and parent workshops. We will be looking at this component carefully and working to build parent capacity.
- **Effective school leadership:** Administration at PS 315K is working at building teacher capacity. Grade leaders have been established as grade level facilitators to ensure school wide protocols and instructional expectations are implemented on the different grade levels. Teacher have begun facilitate weekly PD sessions on topics relevant to the teachers' needs and share best practices.

The element of trust ensures that the teachers successfully embrace all components of the Framework for Great Schools. It is the thread that ties the framework together within the PS 315 K Learning Communities. We will continue to refine and build upon our key areas of focus which include rigorous instruction, strong family and community ties, supportive environment, collaborative teachers, and effective school leadership. These will e outlined in detail within the different action plans.

22K315 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	780	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		79.3%	% Attendance Rate	93.0%
% Free Lunch		81.7%	% Reduced Lunch	5.5%
% Limited English Proficient		11.7%	% Students with Disabilities	20.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	70.5%
% Hispanic or Latino		17.1%	% Asian or Native Hawaiian/Pacific Islander	7.4%
% White		3.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.55	# 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)		1.8%	% Teaching Out of Certification (2013-14)	3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		19.0%	Mathematics Performance at levels 3 & 4	20.5%
Science Performance at levels 3 & 4 (4th Grade)		75.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Data from teacher observations and snapshots, the Quality Review, The Principal’s Performance Observation, all yield the need to further refine instruction to be academically rigorous and challenging for all groups of students. Although progress had been made in this area, we need to continue monitoring and revising our instructional plans to include more intellectually engaging instructional activities. The following areas of focus will be addressed:

- Refinement of Danielson 3B, effective questioning and discussion techniques.
- Socratic Seminar as a tool for student led discussion.
- Refinement of Danielson 3C, student engagement.
- Refinement of Danielson 3D, student assessment.
- Meeting the academic needs of the level 4 student.

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, the students in PS 315K will demonstrate a 5% growth in proficiency level in both ELA and Math as demonstrated by student performance on both the New York State ELA and Math Assessments in grades 3, 4, and 5 and student performance on end of unit Performance Tasks and benchmark assessments in grades K, 1, 2.

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>Grade 2</p> <p>Formulation of a grade 2 after school intervention program that targets level 1 and 2 readers providing foundational skills to increase movement toward grade level proficiency.</p> <p>Continued partnership with Reading Partners to provide one on one tutoring to level 1 and 2 students.</p> <p>Brooklyn College partnership which will provide reading tutors and in class support through the student teacher program.</p> <p>The switch from the Ready Gen Reading Program to Journeys Common Core reading Program which will support a strong Guided Reading component, as well as foundational skills.</p>	<p>Grade 2 level 1 and 2 students</p>	<p>The timeline is from September,2015 through March, 2016.</p>	<p>Principal, Assistant Principal, Literacy and Math Coach, Classroom Teachers , Data Specialist, IEP Teacher, Library Teacher</p>

<p>Continued implementation of the Award Reading Program which is an interactive computer based phonics program.</p> <p>Continued use of RAZ Kids and reading A to Z, an online differentiated approach to leveled reading.</p> <p>Small group push in instruction with the Library teacher.</p> <p>Increased Guided and Independent Reading time.</p> <p>Training paraprofessionals in the Partners In Reading model to facilitate small group instruction to target individual student's reading challenges.</p> <p>Increased number of students in Reading Partners in and after school.</p> <p>Implementation of a daily intervention block to target high level one and low level two students.</p> <p>Utilize Math Coach to provide small group intervention to high level one and low level two students.</p> <p>After school test prep program in both ELA and Math on Wednesday and Thursday afternoons from 2L:30-4:00.</p>			
ELL	Beginning and Intermediate ELLS	The timeline is from September,2015 through June, 2016.	Principal, Assistant Principal, Literacy and Math Coach, Classroom Teachers, Library

<p>Formulation of a Title III after school intervention and Saturday program that targets Beginning and Intermediate ELL students providing foundational skills to increase movement toward grade level proficiency.</p> <p>Continued partnership with Reading Partners to provide one on one tutoring to level 1 and 2 students.</p> <p>Brooklyn College partnership which will provide reading tutors and in class support through the student teacher program.</p> <p>The switch from the Ready Gen Reading Program to Journeys Common Core reading Program which will support a strong Guided Reading component, as well as foundational skills.</p> <p>Continued implementation of the Award Reading Program which is an interactive computer based phonics program.</p> <p>Continued use of RAZ Kids and reading A to Z, an online differentiated approach to leveled reading.</p> <p>Small group push in instruction with the ELL Coordinator.</p> <p>Implementation of a daily intervention block to target high level one and low level two students.</p>			<p>Teacher, Data Specialist, ENL Coordinator, ENL Support Teacher</p>
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<p>Utilize Math Coach to provide small group intervention to high level one and low level two students.</p> <p>After school test prep program in both ELA and Math on Wednesday and Thursday afternoons from 2:30-4:00.</p> <p>ENL writing teacher who works during preps to target designated ENL students in the area of writing.</p>			
<p>SWD</p> <p>Continued partnership with Reading Partners to provide one on one tutoring to level 1 and 2 students.</p> <p>Brooklyn College partnership which will provide reading tutors and in class support through the student teacher program.</p> <p>The switch from the Ready Gen Reading Program to Journeys Common Core reading Program which will support a strong Guided Reading component, as well as foundational skills.</p> <p>Continued implementation of the Award Reading Program which is an interactive computer based phonics program.</p> <p>Continued use of RAZ Kids and reading A to Z, an online differentiated approach to leveled reading</p> <p>Small group push in instruction with the SETSS and IEP Teacher.</p>	<p>Students With Disabilities</p>	<p>The timeline is from September, 2015 through June, 2016.</p>	<p>Principal, Assistant Principal, Literacy and Math Coach, , Classroom Teacher, Library Teacher, Data Specialist, IEP Teacher</p>

<p>Push in support from the Library teacher.</p> <p>Specialized programming to accommodate students' specific academic needs and learning styles.</p> <p>Utilize Math Coach to provide small group intervention to high level one and low level two students.</p> <p>After school test prep program in both ELA and Math on Wednesday and Thursday afternoons from 2:30-4:00.</p> <p>ENL writing teacher who works during preps to target designated ENL students in the area of writing.</p>			
<p>Enrichment</p> <p>Implementation of project based learning activities enhances a more rigorous instruction.</p> <p>Development of community based partnerships to enhance curriculum.</p> <p>Implementation of the Individualized Investigative Model for research based projects tied to the Social Studies curriculum.</p>	<p>Level 3 and 4 students</p>	<p>The timeline is from September, 2015 through June, 2016</p>	<p>Principal, Assistant Principal, Literacy and Math Coach, Classroom Teacher, Library Teacher, Data Specialist, IEP Teacher</p>

Continued implementation of Teacher Teams focused on rigorous instruction to enhance the above level learner.			
The switch from the Ready Gen Reading Program to Journeys Common Core reading Program which will support a strong Guided Reading component, as well as foundational skills.			
Continued use of RAZ Kids and reading A to Z, an online differentiated approach to leveled reading.			
Continued implementation of specialized units aligned to the Arts.			
Specialized programming to accommodate students' specific academic needs and learning styles.			

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.											
Principal, Assistant Principal, Literacy Coach, Math Coach, Bilingual Coordinator, SETSS Teacher, IEP Teacher, RTI Teacher, Classroom Teachers , Speech Teachers, Data Specialist, Technology Teacher											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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.
Progress monitoring will take place in November, February, and March with February being the midpoint.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Data from teacher surveys and OORS indicate a need for a more streamlined PBIS plan which would outline specific behavioral incentives as well as a more cohesive discipline approach.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% decrease in the number of student suspensions as evidenced by suspension data recorded in OORS.

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>
<p>Continued implementation of a Save Room Teacher.</p>	<p>All students Kindergarten through grade 5</p>	<p>The timeline is September, 2015 through June, 2016</p>	<p>Principal, Assistant Principal, Save Room Teacher, Guidance Counselor, Classroom Teachers,</p>

<p>Continued implementation full time Guidance Counselor to facilitate a social and emotional response to at risk behaviors.</p> <p>Continued implementation of the STAR Student PBIS plan utilized throughout the school highlighting ""Supporting Safety"; Always Doing Your Best", Taking Responsibility"; and "Respecting Yourself and Others".</p> <p>Continued implementation of a monthly STAR Student who embodies the mission of the PBIS School Wide Behavior Plan.</p> <p>Continued implementation of the PBIS Behavior Matrix highlighting "Star Student" behavior in all aspects of the school day.</p> <p>Continued implementation of a monthly "Star Student" assembly and "Superstar Social". Star students get to celebrate their "Star Student" status by having a celebration of their choice, such as an ice cream party.</p> <p>The continued implementation of the Leader in Me philosophy which has a leadership focus and speaks to high expectations centering on the <u>Seven Habits of Happy Kids</u>.</p> <p>Continued implementation of Student Greeters and Student Ambassadors that represent the voice of the students.</p> <p>Continued implementation of the Leader in Me "Lighthouse Team" which sets the course of activities related to the Leader in Me philosophy.</p> <p>The continued implementation of the Student Government to foster student voice throughout the school.</p>			<p>Paraprofessionals Data Specialist, IEP Teacher</p>
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Implementation of Restorative Justice approach to discipline.			
Implementation of a Discipline Committee that will be comprised of teachers on all grade levels and will meet monthly on different behavioral issues that may arise.			

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.											
We will utilize the Principal, Assistant Principal, Save Room Teacher, Guidance Counselor, SBST , Classroom Teachers, Lighthouse Team, Discipline Committee, Data Specialist, Technology Teacher											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.
Progress monitoring will occur in November, February and May with February being the midpoint benchmark. We will be looking at OORS data as well as teacher feedback.
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.

Data from teacher observations and snapshots reflected refinement is needed in the areas of Danielson 3, b,3C, and 3D. This is the instructional piece which speaks to planning and preparation and the delivery of a coherently designed lesson that includes differentiation for groups and individual students. UDL is an area that needs further refinement. Planning and preparation collaboratively to drive instruction and looking at student work to pin point individual students’ strengths and challenges is an area of focus for the PS 315K Learning Community. The following elements will be emphasized in Teacher Inquiry meetings:

- Collaborative planning and preparation yielding coherently designed lessons targeting students’ strengths and challenges and differentiating according to these needs.
- Looking at multiple entry points of better meet the individual needs of the students.
- Sharing best practices to target these needs.
- Vertical teacher inquiry to see the coherency of instruction across grade levels.
- Sub group teacher inquiry to address the unique concerns of these groups of students, such as English Language Learners and Students with Disabilities.

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, 50% of all teachers will have participated in cycles of individualized Professional Development, collaborative planning, and Teacher Inquiry on both a vertical, horizontal, and subgroup level as evidenced by weekly meeting attendance sheets and agendas

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 teacher-parent collaborations to improve student achievement. 	<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>Grade Level Teacher Inquiry</p> <p>Grade level teams will meet weekly to discuss student work, plan collaboratively, analyze data, share best practices, and discuss trends across the grade.</p>	<p>All Teachers and Paraprofessionals</p>	<p>September, 2015 through June, 2016</p>	<p>Principal, Assistant Principal, Save Room Teacher, Guidance Counselor, Classroom Teachers, Paraprofessionals Data Specialist, IEP Teacher</p>
<p>Vertical Inquiry Teams</p> <p>Vertical teams across grade levels will meet monthly to discuss curriculum, planning, instructional strategies, IEP's, and ELL supports.</p> <p>Enrichment</p> <p>Students with Disabilities</p> <p>ELL's</p> <p>Integrated Co Teaching Teams</p> <p>Grade Leaders</p> <p>Buddy Teachers</p> <p>Vertical Inquiry Teams will meet every six weeks.</p>	<p>All teachers and paraprofessionals</p>	<p>September, 2015 through June, 2016</p>	<p>Principal, Assistant Principal, Save Room Teacher, Guidance Counselor, Classroom Teachers, Paraprofessionals Data Specialist, IEP Teacher</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.											
Pedagogical staff, Principal and Assistant Principal, Bilingual Coordinator, IEP Teacher, Literacy and Math Coach, Data Specialist, Technology Teacher, Journeys and Go Math Curriculum Maps.											
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
X	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.
Progress monitoring will take place in November, February and May with February being the midpoint benchmark to assess school wide progress toward meeting this goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- 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.

Development of teacher leaders within the school is an area that needs refinement. We have made progress in this area as teachers are beginning to formulate their own Inquiry Agendas and take ownership of some of the PD sessions. However, we need to strengthen teacher voice within the PS 315 Learning Community. This will be accomplished by the following:

- Arts Inquiry Team
- Paraprofessional Inquiry Team
- Grade Level Team
- Vertical Teams
- Grade Leader Teams
- Lighthouse Leader In Me team
- PD Committee
- Discipline Committee
- Parent Engagement Committee
- SWD Teacher Inquiry Team
- ICT Teacher Inquiry Team
- ELL Teacher Inquiry Team
- owever

Part 2 – Annual Goal

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

By June 2016, 50% of the teachers and paraprofessionals will participate in vertical and horizontal inquiry teams as well as a committee of their choice.

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 parent leadership and engagement as a key lever for school improvement. 	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?
All pedagogical and paraprofessional staff will participate in various teams as outlined above.	Pedagogical and Paraprofessional staff	September, 2015 through June, 2016	Principal, Assistant Principal, Literacy Coach, Math Coach, Guidance Counselor , Dean, RTI Teacher, IEP Teacher, SETSS Teacher, ELL Coordinator

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.											
All pedagogical and paraprofessional staff, Principal, Assistant Principal, Literacy Coach, Math Coach, Guidance Counselor , Dean, RTI Teacher, IEP Teacher, SETSS Teacher, ELL Coordinator , Data Specialist, and Technology teacher will be utilized to implement this plan.											
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
X	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.

Progress monitoring will take place in November, February and May with February being the midpoint benchmark to assess school wide progress toward meeting this goal.

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

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

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

Part 1 – Needs Assessment

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

Attendance data from Parent Involvement activities for the 2014-15 school year yielded parent attendance to be less than 5% of the student population. Data from the school survey indicated a needed for better and more timely communication between the school and the parent community before parent engagement activities. The following items will be our areas of focus in our action plan outlined below:

- Parent Involvement Attendance
- Parent Communication
- Parent Engagement Tuesdays

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase in the number of parents participating in parent involvement activities, as determined by parent meeting attendance data.

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>Implementation of a Parent Engagement Committee comprised of one teacher per grade level to work with the Principal and Assistant Principal to develop a Parent Engagement calendar of activities throughout the year.</p> <p>“Open Access” Thursdays where parents can visit their children’s classrooms and participate in classroom activities.</p> <p>Implementation of “Publishing Parties” where parents can participate in a celebration of student writing.</p> <p>Translators will be made available for the ELL parents at all parent functions; communications will be sent to parents in all pertinent languages that reflect our student population.</p> <p>Parent Engagement time on Tuesday afternoons from 2:20-3:00 will be utilized to meet with parents, provide workshops, create newsletters, utilize Echalk, etc.</p> <p>A parent survey will be conducted to determine parent interests and needs.</p>	<p>Parents in Kindergarten through grade 5.</p>	<p>The timeline will be from September, 2015 through June, 2016.</p>	<p>Parent Coordinator, Principal, Assistant Principal, Teachers Cluster Teachers, Technology Teacher</p>

Academic workshop topics pertinent to ELLS, SWD's and parents of bottom third students will be provided in all pertinent languages. These include Homework Help, Journeys Literacy, Go Math, The State Testing Program, and Testing Accommodations, How to Help Your Child in Reading, Parent-Teacher Communications, etc., Common Core Learning Standards in Literacy and Math and the Echalk Parent Communication site will also be workshops topics.

The parent coordinator, administrators, classroom and cluster teachers will all be involved in providing workshops to these parents.

Workshops will be offered on Saturday, as well as during the week.

Multicultural parent-child events, targeting the different ethnicities, will be implemented during the course of the school year.

Reading Partners and Reading Plus parent workshops will also be offered during the course of the year.

Continued implementation of Breakfast with the Principal, a venue for parents to meet with the Principal and Assistant Principal to voice concerns and make suggestions as to what they would like to see in the school.

Implementation of the Echalk and an online grade book to increase communication between the home and school regarding student progress.

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Parent newsletters created by the classroom teachers to apprise the parents of what is happening in the classroom to improve the home/ school connection.

<p>“Walking In My Child’s Footsteps” parent activity where parents are invited to the classrooms to participate in the learning and classroom activities associated with their child’s learning.</p> <p>Monthly calendar created by the Parent Coordinator that keeps parents abreast of important school workshops, activities, etc.</p> <p>Implementation of classroom parents to foster the home school connection between the classroom teacher and the parents of the students within each class.</p> <p>More translators available at workshops representing the different languages.</p> <p>Implement an updated Parent Survey</p> <p>Institute Family Fun Days where parents can meet after school or on Saturdays to spend a family "game day" at PS 315K.</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.											
PS 315K will utilize Title 1 Parent Involvement Funds, Teaching Staff, Principal, AP, Classroom Teachers, Cluster Teachers, Data Specialist, and Weekly Parent Engagement Time to accomplish this goal.											
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
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Progress monitoring will occur in November, February, and May. The midpoint benchmark will occur in February.

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)	Bottom third students ELA 2015 scores Teachers College Benchmarks	Foundations; grade 2 Wilson- gr. 3,4,5 Guided Reading: Grades 3,4,5	Small group 1:5	During the school day 2X week.
Mathematics	Bottom third on the 2015 Math Assessment Students identified as level 1 by classroom teachers	Intensive Intervention Strategic Intervention Reteach from the Go Math Program	Small group	During the school day 2x per week.
Science	Incorporated into ELA	See ELA above	See ELA above.	See ELA above.
Social Studies	Incorporated into ELA	See ELA above	See ELA above	See ELA above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Speech Teachers • Counseling by Social Worker and Guidance Counselor. • Occupational Therapist. 	All services are individual and small group.	All services are individual and small group	All services are during school hours.

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.
PS 315K is a school founded on the premise that the performing arts contribute to a well-rounded education and greater academic achievement. All teachers at PS 315K are highly qualified in their academic content areas and the Fine Arts teachers are highly qualified in their respective disciplines. (music, visual arts, dance) Teachers remain knowledgeable about current trends in their educational fields by attending weekly Professional Development meetings conducted through the city. In house coaches also conduct Professional Development on the current trends in education as well as the Chancellor's Framework for Great Schools. New teachers are assigned a mentor to assist them in their areas of concern to further their development pedagogically. Lab sites are set up on different grade levels for teacher intervisitation and support.

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).
Teachers are provided with high quality Professional Development every Monday afternoon for 80 minutes to develop their skills pedagogically. After giving the staff a needs survey and utilizing the data derived from the Danielson observations, Professional Development has centered on Danielson 3B, 3C, and 3D. These areas include effective questions and discussion, student interaction, and assessment. Further data from walkthroughs and observations include the need for PD on multiple entry points. PD topics have included Effective Questioning, Academic Rigor, and Peer Conversations. Classroom Environment, Conflict Resolution, UDL, Think Central/Soar to Success, Echalk, Reading Plus, Writing High Quality IEP's. Paraprofessionals have been provided with workshops on Small Group Instruction, Looking at the IEP, etc

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

Prekindergarten students get to visit Kindergarten classrooms throughout the school year. The teacher takes them on a tour of the school building to familiarize the students with the school building. Every June, we hold a Kindergarten Fair for the PreK Parents and provide them information about all the services the school provides. An overview of the Kindergarten curriculum is provided to the parents. The PS 315K Parent Handbook is given to the parents. Students are given a special book Miss Bindergarten Gets Ready for Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school level MOSL Committee chooses the assessments that are utilized to determine student progress. Teachers utilize the assessments from the Ready Gen and Go Math Programs and meet during Teacher Inquiry to monitor and revise these assessments to meet the needs of the students in their classrooms.

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	610,197.00	X	11-13;15-22;24-25
Title II, Part A	Federal	39,872.00	X	11-13;15-22;24-25

Title III, Part A	Federal	11,200.00	X	11-13;15-22;24-25
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,855,960.00		11-13;15-22;24-25

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. **PS 315K**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 315K** 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

PS 315K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

Title III Teacher PD Schedule

Rationale	Teachers To Receive Training	Schedule and Duration	Topics to Be Covered	Provider
Data from Danielson observations	Frances Gibson	9/29 :1 hr	<ul style="list-style-type: none"> • Review of previous snapshots • Utilizing the think aloud strategy • Asking higher order questions 	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	10/8	<ul style="list-style-type: none"> • Watched intervisitation demo lesson. • Discussed questioning and discussion techniques. • Discussed next steps for planning/accountable talk stems. 	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	10/22	<ul style="list-style-type: none"> • Reading levels reviewed/set up guided reading schedule • Linked snapshot to Danielson planning. • Planned for <u>Charlotte's Web</u> book. • 	Anne Grayson from Creative School Services
Data from Danielson observations	Frances Gibson	11/2	<ul style="list-style-type: none"> • Ready Gen demonstration lesson(modeling using the Think Aloud strategy) • Resources to help support flexible grouping. 	Anne Grayson from Creative School Services
Best practices for ELL's	Whole pedagogical staff	11/5	Scaffolding for ELL's Using Graphic Organizers	Maria Khan, Bilingual Coordinator
Best Practices for ELL's	Maria Khan, ELL Coordinator	9/24	ELL Compliance	Mildred Cordoba, ELL Instructional Specialist, CFN 533
Best Practices for ELL's	Maria Khan, ELL Coordinator	10/23	Close Reading in the Content Areas	Mildred Cordoba, ELL Instructional Specialist, CFN 533

Best Practices for ELL's	Maria Khan, ELL Coordinator	11/5	Writing Performance Tasks With Data in Mind	Mildred Cordoba, ELL Instructional Specialist, CFN
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	9/3	<ul style="list-style-type: none"> • Ready Gen Orientation • Questioning and Discussion Techniques 	Deborah Kennedy, Literacy Coach Anne Grayson, Creative School Services
Provide interactive learning for ELL students	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	9/15	Imagine Learning	Carrie Blakely, Imagine Learning consultant
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	9/22	Checks for Understanding	Anne Grayson, Creative School Services
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	10/6,11/3	Creating an Effective Classroom Environment	Judith Ranft-Quartana, Principal Denise Ellman, Assistant Principal
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	10/20	Peer to Peer Discussions	Laura Banks, Literacy Instructional Specialist , CEI 533
Best practices for ELL's	Kay Charles, Grade 1 ELL teacher	11/2	Ready Gen demonstration lesson;	Emma Cassuto, first grade teacher

			Modeling Effective Questioning Through the Think Aloud Strategy	
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordina	11/4	Goal Setting	Denise Ellman, Assistant Principal
Data from Danielson	Manisha Wilson, Kindergarten ELL Teacher Kay Charles, Grade 1 ELL Teacher Frances Gibson, Grade 2 ELL teacher Maria Khan, ELL Coordinator	12/8,12/15	Applying UDL Principles to Unit Planning	Anne Grayson, Creative School Services Deborah Kennedy, Literacy Coach

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 22	Borough Brooklyn	School Number 315
School Name School of Performing Arts		

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 Judith Ranft-Quartana	Assistant Principal Denise Ellman
Coach Doreen Fandacone, Literacy	Coach Joanne Fava, Math
ENL (English as a New Language)/Bilingual Teacher Maria Khan	School Counselor Marissa Reichman
Teacher/Subject Area Manisha Wilson	Parent Mr. Toussaint
Teacher/Subject Area Emily Ramos-Bonilla	Parent Coordinator Angela Gonzalez
Related-Service Provider Monica Critser	Borough Field Support Center Staff Member Cheryl Watson Harris
Superintendent Julia Bove	Other (Name and Title) type here

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	2	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	761	Total number of ELLs	98	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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	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	98	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	13
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	12									0
ENL	76	3	13	10						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	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	14	7	6	10	5	9								0
Chinese	1													0
Russian	1													0
Bengali	4		1	2										0
Urdu	1	1	2	2	1	2								0
Arabic		1		0	1	1								0
Haitian	3	3	4	5	12	5								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1											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)	2	2	2	0	2	3								0
Emerging (Low Intermediate)	1	2	2	5	1	0								0
Transitioning (High Intermediate)	5	1	3	1	4	1								0
Expanding (Advanced)	12	3	3	10	10	8								0
Commanding (Proficient)	17	22	1	3	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	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	0	2	9	3	6	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3	0	0	0
4	9	2	0	0	0
5	7	1	0	0	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	19	1	3	0	1	0	0	0	0
4	10	0	2	0	1	0	0	0	0
5	7	0	9	15	0	0	0	0	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	0	0	5	0	5	0	3	0	0
8	0	0	0	0	-0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	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
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here:
 PS315K utilizes Teacher's College Benchmarks Assessments to identify strenghts and weaknesses in skills pertaining to Early Literacy such as identifying high-frequency words and initial sounds in words. Recognizing blends, word segmentation, rhyming, phonemic awareness, reading comprehension skills and reading accuracy are skills that are tested on these assessments. TCRWP assessments allow teachers to examine data more thoroughly and identify skills that students are lacking, so that the teachers can offer strategies to support ELL students in areas of need. We also utilized the Journeys Reading Program beginning of year assessment which measures grade appropriate skill baseand comprehension strategies. Writing is an area of focus with our ELL students as well as oral language development. More experiences are needed to expose the ELL students to vocabulary and language. More phonics instruction needs to be incorporated into the Literacy Prototype with a greater emphasis on Guided Reading infusing ELL strategies to move the ELL students academically in Literacy. More interactive computer based activities must be implemented to meet the ELL students at their entry levels. We have incorporated lower and upper grade ELL support with two ELL push in personnel to meet the needs of our growing ELL population. With the Part 154 money, I hope to hire an ELL writing teacher to provide support to ELL students in ELL areas of need such as writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data analysis from the 2014-15 NYSESLAT administration yielded the following findings. After looking through the data, the ELL Coordinator , Data Specialist , Principal and Assistant Principal noticed that the major area of weakness across all grade levels was in the writing modality. Our ELL students have a difficult time writing in English for critical analysis and evaluation. The second area of weakness was in the reading modality,especially in the areas of phonics and comprehension skills. As the NYSESLAT has been aligned to the Common Core State Learning Standards the reading passages have become longer, more sophisticated, and contain more challenging vocabulary so therefore instruction must be tailored to meet the entry levels of these students with an emphasis on vocabulary, oral language , and Guided Reading to improve fluency and comprehension.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT is our selected MOSL for the ELL teachers. Teachers are aware of patterns and individual performance on the NYSESLAT and other assessments. These trends are recorded in a Data Folder prepared by the Data Specialist. Instructional decisions are based on the demonstrated needs of students as a result of these ongoing checks for understanding. The Data Specialist utilizes the AMAO tool to determine the progress of all English Language Learners once the scores are provided. Students not making appropriate progress will be offered intervention services, such as RTI, Title III After School, and Reading Partners.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. After looking through the data, the ELL Coordinator, Data Specialist, Principal, and Assistant Principal noticed that the major area of weakness across all grade levels was in the writing modality. Our ELL students have a difficult time writing in English for critical analysis and evaluation. The second area of weakness was in the reading modality. As the NYSESLAT has been aligned to the Common Core State Learning Standards the reading passages have become longer, more sophisticated, and contain more challenging vocabulary.
 - b. School Leadership and teachers look at the results of school data to determine individual students' strengths and challenges, formulate flexible student groups, and determine trends across and among grade levels. Instruction is then tailored to meet the needs of the students as a result of the data through RTI tiered interventions and Title III services. Data analysis from the periodic assessment indicated writing to be an area of focus for the ELL students in grades 3,4,5. In grades K,1, and 2, the Teachers College benchmarking assessment revealed that phonics, comprehension, and oral language areas that need to be targeted among our ELL students. We have monitored and revised our reading program to the Journeys Common Core which has a strong ELL component embedded within the instructional framework. Paraprofessionals are utilized to assist students whose home language is other than English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Data analysis is done on the classroom level, grade level, and school wide level. Students' strengths and challenges are tracked first within the individual classroom. Trends are then recorded across grade level bands and then across the school as a whole. Teachers formulate their reading and math groups according to the data they have gathered. Modifications to instruction are provided within the small group setting to target tier 2 students. The RTI teacher looks at the school wide data and pulls the struggling Tier 3 students in a one to one or one to two setting. This targets specific challenges the students may encounter within the larger classroom setting. The RTI teacher and ELL Coordinator also provides classroom support to teachers through Professional Development specific to the needs of the ELL student. Title III services which are conducted after school are provided to the ELL students.
6. How do you make sure that a student's new language development is considered in instructional decisions?

A student's new language development is instrumental when making instructional decisions pertaining to ELL placement. Students who exhibit new language development and who demonstrate below proficiency levels in Literacy and Math are sometimes recommended placement in a grade below their age appropriate grade levels if the data shows that placement in the appropriate grade would be unsuccessful academically for a designated student. This decision would be made in conjunction with the ELL Instructional Team and the parents. We sometimes mainstream students to classes on a different grade level if it is beneficial to the student. We formulate classes for older students who exhibit emergent reading skills so they can work in a group with students their own age. Literature can then be accessed at a low level, high interest reading category. We also have the ELL Coordinator push in to self contained classes on the kindergarten, first, and second grade level and work with struggling ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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

The success of any ELL program can be demonstrated by the ELL students meeting their annual AYP goals and their progress on the NYSESLAT assessment. If students are progressing to the next ELL level of language proficiency, then the program can be deemed successful. ELL student who make progress within the general classroom is another indicator as to whether the ELL programs are successful. Assessments such as the TCRWP benchmarks are indicators as to whether a child is progressing in literacy within the general ed classroom as it measures growth in reading fluency and comprehension. Oral language development is also measured as students need to be able to orally demonstrate comprehension of leveled texts.

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.

Our ELL Coordinator participates in the registration process. She speaks three languages and assists parents in completing the Home Language Surveys. The ELL Coordinator interviews the students prior to the first day of school. After having initiated the Home Language Survey, she administers the NYSITIL to newcomers during the first ten days of school. Once the student is tested, the school must send the entitlement of ELL status notification within 5 school days letting the parents know the results and the appeal process. Hispanic students who took the NYSITIL and scored below the cut score are given the LAB R in Spanish by the ELL teacher who has a Bilingual Extension License in Spanish. The ELL coordinator interviews the student to make sure that the Home Language Survey reflects the language spoken at home.

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).

An Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. This questionnaire is available in thirteen languages. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Potential SIFE students are given an informal assessment in their native language within thirty days and the ELL Identification Team, upon evaluating the results of the assessment, will determine whether or not the student falls under the SIFE category.

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).

The school will form a Language Proficiency Team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. The team will include the classroom teacher, IEP teacher, related service provider, ESL teacher, social worker, principal, assistant principal, school psychologist, and parent. We will provide a translator to interpret information to the parent if necessary. Parents have 20 days to accept or reject the recommendation of the Language Proficiency Team.

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

Once the student is tested and the documents are scanned, parents are notified of the results in a sealed envelope in their native language and that they have the right to appeal the ELL status within 45 days of enrollment. The Language Proficiency Team is responsible for making the determination as to whether a student is entitled to services. Letters are kept in a file at school. If a parent has any questions or concerns, he/she may come in to school for clarification. The ELL Coordinator oversees this process.

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).

Parents are informed that they have the right to appeal in writing in their home language at the time that they receive the results of the NYSITEL. They must appeal within 45 days of their status notification. Parents are notified of the results in writing in a sealed envelope in their native language. Copies of letters are kept in a file at school and maintained by the ELL Coordinator.

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.

Grades K, 1 and 2 have a push -in ENL model and grades 3, 4, 5 have both a push in and pull out model. An orientation session is held in the beginning of the school year, within ten days of the first day of school. At this time, the ELL coordinator assists the principal in welcoming parents. She explains the research that supports the three different programs. Brochures that describe these programs are handed out in the native languages of the parents. Parents view an informational DVD. This is followed by a question and answer session. Translators are available. Translators consist of paraprofessionals who speak Spanish, Creole, Bengali, Russian, Urdu and Arabic and facilitate parent communication where needed.

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.

Parents are given the survey at the orientation meeting to complete. If they have not decided on a program choice or didn't attend the meeting, phone calls are made or parents are invited during parent engagement time to complete this process.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ELL Coordinator administers the Parent Survey and Program Selection to the parents at the Parent Orientation session in their preferred language. Those parents who missed the session are invited to a second session. Phone calls are made to any parent who did not attend the Parent Orientation. Parents are then invited to individual sessions conducted within the school day. There is a checklist used to monitor who has returned the survey. Phone calls are made to parents who have not returned the Parent Survey and Program Selection form.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ELL coordinator coordinates the distribution of parent placement notification letters and keeps the tear-offs from the parent letter sent home. She records which families have returned the letters. The ELL coordinator maintains the tear offs from the letters in a file which is kept in the ELL Office. Parent outreach is made to those families who have not returned the letters. Translators are available for both oral and written communication of these letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The school maintains all records of ELL students in the ELL Office including all HLIS, non-entitlement, and entitlement letters. The ELL Coordinator is responsible for the filing and maintenance of these documents. Original copies are placed in the students cumulative record folder. The Principal, Assistant Principal and ELL Coordinator have access to these files.
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.

Eligibility reports such as RLER, RELC, RNMR and RSPE are some of the ATS reports utilized in the NYSESLAT administration process. The Pupil Personnel secretary, the Data Specialist, and the ELL Coordinator are responsible to make sure this process is correctly administered. Every year a memo is issued by the state outlining the protocols needed to be followed for successful administration of the NYSESLAT. This test is secure and is stored in the secured testing closet to guarantee test security. When the test is administered, the testing modifications provided to eligible ELL students are in place and protocols are followed for the benefit of the ELL students. Teachers follow all the guidelines of this assessment similar to other high stakes tests given by the state. The entire school community is informed to adhere to these testing accommodations. IEP recommendations are followed to administer the NYSESLAT to the ELL students who are also Students With Disabilities.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As new ELL families enter the PS 315K Learning Community, letters in appropriate languages are continuously sent home and properly documented as to whether the parents received this correspondence. The same is true for students who continue to be deemed an ELL status. This process will be initiated for our former ELL students as part of the new changes to the ELL policy for the 2015-16 school year. The ELL Coordinator is responsible for the distribution of the continued entitlement and transitional support notification letters.
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).

After reviewing the data from the parent request survey from the past few years, the program of choice most preferred is the English as a New Language Program. Only two parents chose a Bilingual Program. Copies are kept in the ELL Coordinators file for three years to monitor this process.

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.

Kindergarten is self-contained and the students are grouped based on the teacher's analysis of the NYSITEL. ENL is taught daily and is incorporated in all subjects during the day. First and second grades follow the push-in model with 90 minutes of instruction daily for 4 days. Students are grouped according to their NYSITEL and NYSESLAT levels. For Entering and Emerging students, stand-alone ENL is provided 180 mins. and 90 mins. respectively. Third, fourth and fifth grades receive the push in or pull-out model according to their English proficiency levels. In some instances, students are grouped heterogeneously in continuous grades. Starting September 2015, former ELLs will be receiving 90 minutes of instruction per week for two years.
 - 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)?

Instruction is given according to students' proficiency levels in English. Entering and emerging levels receive ENL instruction 360 minutes per week; transitioning and expanding levels will receive 180 minutes per week and commanding students will receive 90 minutes per week. In Kindergarten self-contained ENL classes, and in the push-in and pull-out models, the instruction is differentiated according to the English proficiency levels. In order to be in compliance we anticipate large groups since we have to accommodate all different levels.
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.

Core content is delivered by certified teachers in each program model. ENL teachers push in to classrooms that contain ENL students. The ICT model is followed. ENL teachers plan for instruction with the classroom teacher. Parallel teaching takes place with the ENL teacher utilizing ENL strategies such as scaffolded instruction, picture support for new vocabulary, and computer interactive programs. They use ENL methodologies and strategies to make content accessible to the students, such as graphic organizers, visual tools, realia, TPR and UDL in their instruction. Tier I, II and III vocabulary is taught explicitly to facilitate comprehension to all ELLs in each subject areas. ENL scaffolds are embedded within the teachers' instructional plan. PS 315K has monitored and revised the Literacy program. We moved to Journeys Common Core which has a strong ENL component embedded into the instructional framework.

The Go Math instructional program has materials in Spanish for those students who need support in their Native Language. All programs utilized at PS 315K are Common Core aligned with end of unit Performance Assessments in both Literacy and Math.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In addition to translated tests, bilingual staff members are employed to administer and translate assessments throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities are incorporated into the curriculum and ongoing teacher assessments evaluate progress in listening, speaking, reading, and writing. Grades 3-5 are administered the ELL interim assessments twice a year. All students, K-5, utilize the Teachers' College Reading and Writing Benchmark System to assess oral reading fluency and comprehension.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE students will have intensive instruction provided after a thorough analysis of the data in phonics, vocabulary, phonemic awareness, blending, writing, segmenting, decoding, and comprehension. This is done by utilizing pictures, graphic organizer, realia, computer reading programs and listening centers. These students will have to be assessed on a regular basis to monitor progress. SIFE students will be grouped and mainstreamed to designated classrooms according to their proficiency levels.
 - b. Newcomer students will receive 360 minutes of service in ENL instruction in intensive vocabulary instruction and grammar. Students will be provided bilingual dictionaries and visuals to make content comprehensible. These students will practice all modalities of the English language, speaking, listening, reading and writing. Students will be paired with other

proficient students of their native language. They will be provided with listening centers, computers, teacher modeling and collaborative tasks with their other peers to practice their speaking skills. They will be allowed to use their own language if necessary.

c. Developing ELL students will be provided their recommended amount of ENL instruction. The ELL coordinator will push into the class where these students are located and provide scaffolds for them to meet their grade level standards in the four modalities. There will be more interactive smart board based lessons to provide the auditory and visual support so critical to ELL mastery. Computer based programs such as Award Learning and Imagine Learning will also be included in the differentiated instructional plan for these students.

d. Long Term ELL's will require the same supports as the seen in the SIFE, newcomer, and developing ELL student depending on their proficiency level.

e. Differentiation for former ELL's will be provided through a push in model by the ELL coordinator to ensure that proper entry points are applicable to facilitate student understanding of content learned. Differentiation will come in the form of flexible grouping within the general ed classroom. Scaffolds such as visual and auditory tools, graphic organizers to build understanding, and computer supports are some ways differentiation can be approached to meet the needs of the former ELL students.

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.

Schools must be sensitive to the needs of the student and place the student in an appropriate class after the re-identification has been established. The teacher will monitor progress and notify the parents and other school staff to ensure that the student's academic progress has not been adversely affected. School will conduct and review the results of a school based assessment administered by qualified personnel. This will assess the student's abilities in listening, reading, writing and speaking in English. The parents are informed of their rights in the Appeals Process. The ENL Identification Team consists of the Principal, Assistant Principal, ELL Coordinator and Support Teacher, the Data Specialist, and IEP teacher. This staff is also involved in the reidentification process which takes place after six to twelve months. If a parent decides to appeal, the parent has a meeting with the ENL Identification Team. Concerns are heard and a decision is made to either continue or suspend services.

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 strategies and grade level materials that target students who are classified as both ELL and SWD's include looking at the individual learning styles of these students and structuring instructional strategies that access these learning styles. ELL and SWD program supports are embedded into both the Journeys and Go Math programs. Visual instructional aids need to be utilized by staff to access students' understanding of material taught. Teacher modeling is critical to students who are both ELL's and SWD's. Modeled reading and writing is critical to student mastery of these important content areas. Interactive technology such as AWARD Learning, Imagine Learning, Reading A-Z, Journeys Think Central, Reading Plus, Go Math, RTI and Soar to Success will be incorporated into a teacher's instructional plan to meet the different instructional entry points of these 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?

Our ELL students with special needs are placed in either a self-contained or ICT classes as per their IEP recommendations. These students receive services from a licensed pull-out teacher. Support services as indicated on their IEPs as well as AIS services are provided as well. Tiered activities that address students' ability levels and learning styles are utilized as a differentiated instructional approach, within the classroom setting, providing students with a variety of entry points to the curriculum. Technology support and SMART board technology provide an interactive approach for ELL students with disabilities. Alternate placement paraprofessionals are assigned to students when needed.

Chart

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

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

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

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



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

Chart

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

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

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

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

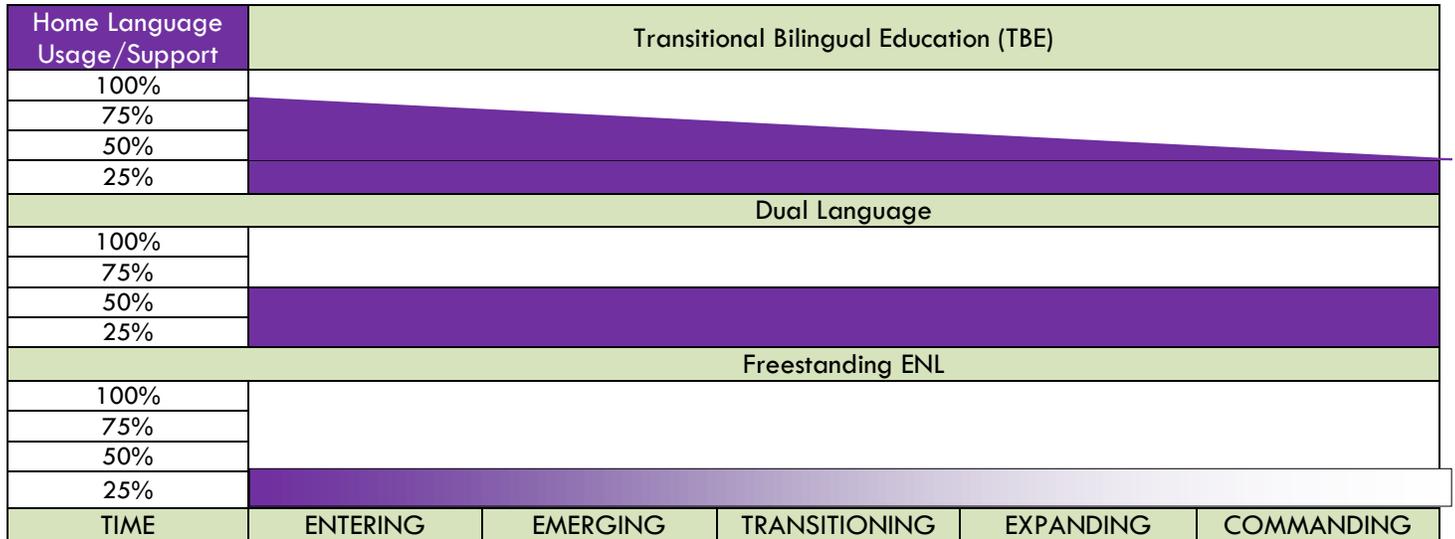


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

ELL students participate in small groups with an ELL pull out teacher for a minimum of three sessions per week. Students are also given an opportunity for small group instruction on Saturdays and afterschool with Title 3 program. Selected students are given one on one tutoring through the Reading Partners Program and the RTI teacher. In math, Soar to Success will be used to provide additional support as needed. Students receive instruction in small groups formulated according to their academic needs in Math.

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

Data reviewed consists of the 2015 NYSESLAT and the New York State ELA and Math. Results of the NYSESLAT indicate that all ELL's moved up in proficiency levels., especially in Kindergarten where there is a high percentage of commanding level. students. However, the NY State ELA data indicated no movement in proficiency level. We have looked at our Literacy program and have since moved from the Ready Gen Program to the Common Core Journeys because it has greater scaffolds embedded in the instructional framework for the ELL subgroup. The New York State Math assessment saw a 6.80% decline in ELL proficiency. We attribute this decline to the increased amount of reading and writing that is needed to meet the demands of the Common Core Learning Standards.ELL students on the New York State Science assessment yielded information that specified 10 grade 4 ELL students achieved proficiency or greater in Science. We attribute this to the fact that the test is administered in the student's native language. Our current ELL program is providing students with various instructional supports such as scaffolding, modeling, bridging, contextualizing, schema building, graphic organizers, questioning and cooperative learning groups. Flexible grouping is done according to student's needs throughout the literacy block through guided reading, read alouds, shared reading, close reading and within the writing process. Extra academic support is provided through the Title III Program which is provided after school on Wednesday and Thursday from 2:30-4:00. We provide Professional Development in the area of ELL Instruction to all teachers so they are aware of the importance of meeting the needs of the ELL students which are housed in every classroom.

Assessments used in the classroom include the Go Math and Journeys Unit Assessments. Assesments are given after each unit which lasts approximately 4 weeks. Weekly assessments are embedded within each unit. End of unit Performance Tasks are also administered. Teacher Teams review data weekly from these assessments. Strengths, challenges , next steps, and trends across the grade levels are discussed., as well as best practices. Schoolwide data is reviewed by the Instructional Team every 4-6 weeks.

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

This school year, we have added another ELL Support Teacher for grades K, 1, and 2 due to the increasing number of ELL students and the demands of the new initiatives. With the Part 154 money, I hope to hire a writing support teacher to push into classrooms to support the ELL students.

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

The Dual Language One way Immersion Program in grade 2 is being discontinued due to budget constraints. An additional ELL teacher could not be hired to instruct the class.

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

Our school makes every effort to ensure that ELLs have equitable access to educational opportunities by providing them with high quality, rigorous instruction and appropriate support services. All ELLs are included in all after school supplemental programs and take part in the extracurricular arts, such as chorus, band, violin, visual arts and student government. There is no difference in the way the ELL students are invited to participate in any school program, curricular or extracurricular. ELLs are invited to participate in Title III Programs, Chess Program, Art Program, Dance programs. Residencies are offered throughout the school year which include ELL participation. We have Ballroom Dancing, Musical Theater, Chorus, Ballet, Very Special Art Program, Hip Hip Dance Group, and Broadway through Dance. Any test prep or remedial program is equally offered to the ELL population.

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

We have an array of appropriate instructional materials for our ELLs. Text books, big books, leveled texts, workbooks, grammar books, dictionaries, glossaries, posters, flash cards and other hands on materials are used when instructing our ELLs. We have software targeting language development in our classrooms. Native language books are provided in the school library. The school has Go Math in Spanish for grades 3-5. The AWARD Reading and Imagine Learning Program is also used as a supplemental support which is used in school as well as at home. The Journeys Common Core aligned Reading Program will be available in Spanish, as well as, English for students who need the language support.

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

. The Bilingual Coordinator is fluent in Spanish , Creole, and French to support the native speakers of those languages. Alternate placement paraprofessionals are assigned to designated students who need support in different languages. Both the Journeys and Go Math Programs have included resources in Spanish. Translation of any instructional resource can be accessed through our diverse staff of teachers , paraprofessionals and school aides.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Depending on the grade level, students are provided with ELL practice books which are used to compliment the skills that are being taught. Activities found in the NYSESLAT practice books from Continental Press and Attanasio are also used. Award Reading is provided to the classrooms for the appropriate grade levels both for the regular day and Title III Program. Students are grouped within their classroom settings to meet their academic needs in the content areas. Instruction is differentiated to include ELL scaffolds to facilitate mastery. Visual aids are posted in the classroom to meet the UDL needs of the students. Ongoing checks for understanding are recorded by the classroom teacher to track academic growth.
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).
A parent meeting to explain the protocols of the school is scheduled for ELL parents outlining the different programs available to the ELLS. The support staff is introduced to the parents at this time. The parent coordinator, Guidance Counselor, Bilingual Coordinator and the Kindergarten ELL teacher introduce themselves and give a synopsis of their roles. The SBST Team also introduces themselves and explains their roles in the event an ELL student requires an IEP.
19. What language electives are offered to ELLs?
There are currently no language electives available.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)

Outside professional development is offered by the Office of English Language Learners for teachers servicing ELL students. It is the goal of this professional development to provide the instructional support for teachers to instruct ELLs in all subject areas as well as set high expectations for these students to make the same yearly progress that is required of all students. We have hired consultants from CITE to assist in ELL Professional Development both through coaching and workshops. Workshops are also conducted by the ELL Coordinator and support person. The Principal and Assistant Principal also provide Professional Development.

PD is conducted weekly on Monday afternoons from 2:20-3:40. Our PD calendar is outlined below:

Sept. 21: Utilizing the Literacy Handbook conducted by the Literacy Coach and AP

Sept. 22: Journeys Implementation conducted by Diane Cohen

Sept. 28: Common Planning

October 5: Academic Rigor conducted by Ada Orlando from CITE

October 26: Student goal setting in ELA and Math conducted by Debbie Kennedy and JoAnn Fava, Literacy and Math Coaches

Nov. 2: ESL strategies conducted by Tina Stanisci from CITE

Nov. 3: Rigor in the Mathematics Classroom conducted by Ms. Ganguly from D.22.

This is a sample of our PD calendar. We are continuously monitoring and revising the calendar according to need. PD is offered to all teachers, including Guidance Counselors, Related Service Providers, Secretaries and Parent Coordinators. This is a living document and is developed as we move through the academic year and ascertain the needs of the staff.
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 will be delivered through the designated Professional Development time on Monday afternoons and district Professional Development meetings. The Chancellor's Professional Development Days will also be used to deliver professional development pertaining to ELL instruction. Teachers who attend district wide Professional Development will turnkey information pertaining to ELL instruction to the staff who service the ELL population. See question 1 for specific activities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELL students going to middle school will be invited to attend orientation sessions in the evening with their parents. The Parent Coordinator will facilitate these sessions. The ELL Coordinator is present at these orientations to provide translation as needed.
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.

We document every meeting and workshop with an attendance sheet and agenda to ensure that PD hours are supplied to the staff. In addition to ELL teachers, all staff members are provided with professional development from the district, city, and school. Staff members will attend these workshops and turnkey information to the remaining staff members.

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?
PS315 utilizes Parent Engagement Time on Tuesdays to interact with parents by phone, in person or via email. Our diverse staff is able to translate when necessary. Goals of the ELL programs are provided at the initial Parent Choice Meeting, during Meet the Teacher Night in September, and on Parent Engagement Tuesdays.
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.
A Sign-in sheet is utilized for all meetings with the ELL parents and kept in a Parent Involvement binder in the Principal's Office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents of newly enrolled students are invited to attend an orientation meeting where the ELL program is introduced. Invitation letters are sent home in many languages and phone calls are made when needed. Parents review a DVD entitled "Orientation for Parents of ELL Learners" provided by the Office of English Language Learners. Parents are given an opportunity to meet the staff at "Meet the Teacher Night" which is held in September. On that night, ELL parents are also invited to attend an orientation of the ELL program in the school. This night is usually well attended. Parent Teacher Conferences, curriculum nights and workshops are also given. The Blackboard Messenger System is used to keep ELL parents informed of the different activities that are available. Letters are sent notifying parents of meetings or workshops in the major languages found in our school. Translators are provided at meetings and workshops. The Bilingual Coordinator is also the Language Access Coordinator which focuses on phone translation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
GED and ESL for parents is conducted in our in our shared campus at P.S.152 every Saturday from 8:30 to 12:00. Parent involvement activities include monthly curriculum workshops, Tea Time With Angie who is the Parent Coordinator, Open Access Thursdays for parents every week to visit classrooms, Breakfast with the Principal and Assistant Principal, monthly PA meetings. Translators are available at all meetings and workshops.
5. How do you evaluate the needs of the parents?
The ELL and Parent Coordinator creates informal meetings and surveys to assess the needs of the parents. Workshops are then provided.
6. How do your parental involvement activities address the needs of the parents?
Workshops are provided based on the needs assessed from parent concerns and interests. Parents are provided with resources to help their children at home and are given specific strategies that they can use in reading and math.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Judith Ranft-Quartana	Principal		1/1/01
Denise Ellman	Assistant Principal		1/1/01
Angela Gonzalez	Parent Coordinator		1/1/01
Maria Khan	ENL/Bilingual Teacher		1/1/01
Mr. Touissant	Parent		1/1/01
Manisha Wilson	Teacher/Subject Area		1/1/01
Marlie Leopold	Teacher/Subject Area		1/1/01
JoAnn Fava	Coach		1/1/01
Deborah Kennedy	Coach		1/1/01
Marissa Reichman	School Counselor		1/1/01
Julia Bove	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		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: **22K315** School Name: **PS 315K**
Superintendent:

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 registration, every new entrant to PS 315K is given a Home Language Identification Survey . Part 3 of the survey the parent records the language preferred for written and oral communication. Every parent is given the ethnicity form from ATS and the parent includes the student's ethnicity. Emergency cards are given in the preferred language of the home; lunch forms are also given in the preferred language of the student. All data from the tools listed above indicate the main languages include English, Spanish, Haitian Creole, Urdu, Bengali, Arabic, Turkish, and Uzbeki.

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.

Data from the tools listed above indicate the main languages include English, Spanish, Haitian Creole, Urdu, Bengali, Arabic, Turkish, and Uzbeki.

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.)

Documents that require translation consist of parent handbooks, parent letters, parent teacher conference announcements, after school program announcements, NYState Testing Calendar, half day notifications. parent letters from the principal, PA meetings, curriculum letters, etc.

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

Formal face to face meetings include Parent engagement Tuesdays ongoing throughout the year, parent teacher conferences in November, March and May, Meet the Teacher Night in September, Parent Orientations in June and September, IEP Meetings ongoing throughout the year; behavior or academic concern meetings with Principal, Assistant Principal, Guidance Counselor, or Dean, attendance concern meetings with Principal or Guidance Counselor.

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.

All communication will be translated by in house staff members such as the Bilingual Coordinator, paraprofessionals and school aides. We have implemented the Blackboard phone system which has all the major languages included for immediate translation. Any items unable to be translated will be sent to an outside agency for translator. Parents may also assist in translation.

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.

See question 1.

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.)

Information about translation procedures is disseminated to staff during Monday Staff PD, emails to staff, and Translation and Interpretation Brochures.

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

We will display all of the above on our Parent Engagement Bulletin Board located on the second floor and at the security desk located at the entrance of the school.

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)

Parent surveys are utilized to get feedback from parents pertaining to the quality and availability of services. We also incorporated Breakfast With the Principal and Assistant Principal where parents verbally give feedback about the services provided in the school.