



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	01M015
School Name:	P.S. 015 ROBERTO CLEMENTE
Principal:	IRENE SANCHEZ

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Roberto Clemente School School Number (DBN): 01M015
Grades Served: PK-5
School Address: 333 East 4th Street, New York, NY 10009
Phone Number: (212)228-8730 Fax: 212-477-0931
School Contact Person: Irene Sanchez Email Address: Isanchez11@schools.nyc.gov
Principal: Irene Sanchez
UFT Chapter Leader: Donna Fiscina
Parents' Association President: Christina Hernandez
SLT Chairperson: Donna Fiscina
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sarah Garcia
Student Representative(s): _____
CBO Representative: **Pathways 2 Leadership**

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street, New York, NY 10002
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th floor, NY, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Irene Sanchez	*Principal or Designee	
X	Donna Fiscina	*UFT Chapter Leader or Designee	
X	Christina Hernandez	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Kathleen Shamwell	Community School Director (staff)	
		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>	
X	Lourdes Gonzalez	Parent	
X	Juana Ramirez	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Sharlene Ramsey	Parent	
X	Catherine Lopez	Parent	
X	Ashley Mendolia	Staff: Teacher	
X	Michelle Papa	Staff: Teacher	
X	Sarah Strong	Staff: Teacher	
	Alyxe Lett	Other Contributor: CBO	
	Laura Salmon	Other Contributor: Asst. Principal	
	La’Nette Murphy	Other Contributor: Parent Coordinator	
X	Michelle Perdue	Parent	
X	Lexsy Rosario	Staff: Teacher	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

PS15 is a small school located on the Lower East Side offering both gifted and talented and Special Education programs.

As a community we value learning and recognize that we learn best when . . .

- *We Know Each Other*
- *We Model*
- *We Create Opportunities*
- *We Expect, Reflect. and Celebrate*

Our vision is to create a dynamic, academically rigorous neighborhood school and to continue to build a community that values a creative, intellectually challenging, diverse and nurturing school culture. Students and faculty will inquire, explore and discover together, with delight in learning, in an atmosphere of respect and mutual trust.

Our mission is to advance our students on their journey towards college and career readiness by fueling their drive to explore and learn about our world and connect to others. We strive to develop our students' and our own inner resources of creativity and connection by:

-Engaging in rigorous learning experiences. With the Common Core Learning Standards as a guide, we embrace intellectual challenges and develop an attitude of perseverance in problem-solving and academic growth. Our learning is infused with art, and students demonstrate their learning in many ways, with an ever-growing sense of agency.

-Providing a safe and trustworthy environment. We are guided by an understanding of social-emotional literacy in our relationships and in our teaching. Within a reliable and consistent atmosphere, we develop an understanding of ourselves and our peers. We communicate and work together openly, honestly, and productively. We honor the experience and perspective of each individual, and seek to be responsive to his or her points of view and needs.

-Using precise and We continually assess our students' and our own learning using a variety of assessment instruments in order to craft meaningful goals and plans for growth and achievement.

Effective leadership, undefined by positional hierarchy, extends beyond tasks and traditional roles to engage and appreciate all members of an interdependent community. Our faculty models collaboration and reflection through its practice. Families join with us as vital partners in growth. Together, we create a vibrant community where policies and practices are formed collaboratively and revisited continually to ensure that we are providing a dynamic, rigorous and motivating environment for all stakeholders in our school community.

PS15 has excelled at creating and maintaining extensive partnerships to meet the diverse needs of our community. PS15 was recently awarded the AIDP/Community Schools grant which has led to the establishment of a new partnership with Pathways 2 Leadership which provides a full time social worker, 3 social work interns, a community school director, after school programming, Professional development to faculty, and comprehensive services to families and students. Our partners Creative Arts Agency, Change For Kids, Arts for All, and Mark DeGarmo Dancers provide academic enrichment through various art forms such as drama, dance, and music. In addition, students explore social studies content through the arts with Children's Museum of Arts and Learning through an Expanded Arts Program. Our second

graders participate in weekly swimming lessons through Asphalt Green's Waterproofing program. Our partners also provide material goods such as classroom supplies, bookbags to families in need, and an annual Thanksgiving dinner for families in temporary housing.

PS15 is home to many families who reside in temporary housing. Among 1,636 schools citywide, only one other school has a higher percentage of students in temporary housing than PS 15. While we have been able to provide an exceptional learning environment for our families, this concentration of students in temporary housing has significant implications for the school's academic program. High rates of transience dramatically affect the school's standardized exam scores. During the 2012-2013 school year, 72 PS 15 students sat for the statewide exam in mathematics. One-third had been admitted to the school in September or later. Conversely, 39 students in testing grades left between the first day of school and the first day of the exam, leaving fewer opportunities to demonstrate quantitatively the strengths that several years of intervention and core instruction had developed. During the 2013-2014 school-year, 26 out of 71 students entered the school's testing grades mid-year. Again this year, fully 20% of students in the testing grades were newly admitted to the school.

Of far more importance than these testing challenges is the academic needs they imply. Students who enter the school after first grade often arrive with conceptual misunderstandings from earlier in their school careers. Compromised attendance rates often exacerbate gaps in learning. Most students enter PS15 at least 3 years below grade level. Through intensive academic interventions, PS15 has been able to close the gap. Students, on average, make over one and a half years of progress. Thus, in spite of remaining well behind grade-level expectations, continuously enrolled students saw those deficits that took years to develop cut almost in half in just ten months.

PS 15 remains dedicated to meeting the needs of students and families, and works with urgency to provide them more secure futures. At the same time, there are signs the improvements of the last few years will change the school's demographics. PS15 has successfully expanded our PreK program and opened a new Gifted and Talented program which has attracted a larger base of permanent families. Our academic, enrichment, and extracurricular offerings, coupled with the familial nature of our school environment demonstrate that we are on target for achieving our vision.

We have seen consistent growth in Tenet 5, Student Social and Emotional Development Health, and Tenet 6, Family and Community Engagement. This was evidenced by Effective ratings on our most recent IIT, as well as a rating of Well Developed on Component 3.4 on our 2014-2015 quality review, which notes that the school has an "established culture of learning that communicates high expectations to staff and to families in support of student learning." We believe DTSDE Tenets 5 and 6 serve as a foundation for all of the other tenets. Without these two practices in place, schools cannot be successful. We believe our current and future work will be to build on this strong foundation.

In 2015-2016, we will implement the following broad school improvement strategies:

- Expanded learning opportunities for all students, including additional instruction provided during after-school programming provided in collaboration with teachers and community partners
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Continued transformation into a community school in order to increase families' engagement in for student learning progress, including access to physical and mental health services and other social-emotional supports available in or near the school

As a result of this implementation, PS15 will meet the following benchmarks by June 2016:

- We will increase our overall attendance to 93.6%
- We will achieve a Performance Index of 62 on the NYS Math Exam
- We will achieve an Average Proficiency Rating of 2.12 on the NYS ELA Exam

- We will achieve an Average Proficiency Rating of 2.18 on the NYS Math Exam

01M015 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	185	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		89.6%	% Attendance Rate	92.0%
% Free Lunch		89.0%	% Reduced Lunch	1.1%
% Limited English Proficient		10.0%	% Students with Disabilities	34.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.1%	% Black or African American	37.9%
% Hispanic or Latino		54.7%	% Asian or Native Hawaiian/Pacific Islander	4.7%
% White		1.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	7.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		1.5%	Mathematics Performance at levels 3 & 4	6.2%
Science Performance at levels 3 & 4 (4th Grade)		76.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School		X		
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	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		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>PS15 has worked diligently to align our curriculum to the CCLS and the instructional shifts. Teachers work collaboratively with each other, staff developers, and administration to ensure that the curriculum meets the CCLS expectations. We use a variety of forms of data to engage in continuous cycles of data analysis, action, and evaluation leading to refinement of the curriculum including modifications and adjustments to provide access to all. Our school-wide instructional focus for the past two years has been questioning and discussion and rigor. We have selected curricula that support higher-order thinking and have engaged in professional development on raising the level of rigor through carefully crafted questions and student led discussions. PS 15 has adopted the “habits of mind” as a framework for raising the level of thinking and effecting change. <u>Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success</u>, by Arthur L. Costa and Bena Kallick, introduces a repertoire of thinking behaviors that help students navigate the various challenges and problems they encounter in the classroom and everyday life.</p> <p>According to our 2014-2015 quality review findings:</p> <ul style="list-style-type: none"> “School leaders and faculty make purposeful decisions to ensure curricula alignment to Common Core Learning Standards and emphasize rigorous habits across grades and subject areas.” The impact of this practice was, 		

“Across grades and subject areas, curricula and academic tasks evidence learning targets that address the instructional shifts. Habits of Mind (HOM) are embedded throughout the curricula to promote college and career readiness for all learners.”

- “Across classrooms and throughout the school teachers utilize common assessments aligned to the curriculum to inform instructional decision-making, and school-generated rubrics guide students in their work and provide feedback.” The impact of this finding is, “Assessment practices give teachers valuable information about student progress. Teachers are providing targeted interventions for individual and small groups of students as well as making curricula adjustments using student work and data.”

Our 2014 School Survey found:

- 100% of teachers agreed that, “Teachers in my school use multiple forms of student achievement data to improve instructional decisions.”
- 89% positive responses from teachers and parents around “Rigorous Instruction.”
- 100% of teachers agreed that they “regularly include opportunities for students to focus deeply on the concepts emphasized within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.”

Given the culture of data-informed decision making and curricular adjustments that have been fostered at PS15, we have reflected on our practice and have decided that our 2015-2016 instructional focus will be to continue to utilize Universal Design for Learning (UDL) and other strategies to ensure cognitive engagement at all student levels in conjunction with a rigorous CCSS aligned curriculum to ensure student achievement. To that end, PS15 will implement Teacher’s College units of student in reading and writing and differentiate (through UDL and other strategies) to ensure access for all.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Our vision for rigorous instruction is defined by classrooms in which teachers are facilitators and students engage with high level content to become the owners of their own learning. To this end, PS15 will be implementing Teacher’s College Reading and Writing Project units of study in ELA and TERC Investigations in Mathematics K-5 in order to ensure students are exposed to a rigorous CCLS-aligned curriculum. Recognizing that there will be adaptations needed, teachers will strategically review curriculum along with CCLS to ensure students have exposure and access to grade level

expectations. Teachers will utilize Junior Great Books, Exemplars, and Context for Learning units as supplemental resources to fill any identified program gaps and ensure attention to instructional shifts.

Within units of study, teachers will ensure instruction has multiple entry points by utilizing UDL strategies and effective co-teaching models. Teachers will determine the appropriateness of such strategies by analyzing students' data to determine the appropriate entry points to rigorous instruction. In addition, teachers will be reinforcing the development of higher order thinking habits by integrating the Habits of Mind throughout the curriculum, considering the amount of constructive struggle they are providing, and creating additional opportunities for students to engage in experiential learning.

Students will participate in ongoing assessments in reading using the IRLA. Students will be assessed at the beginning and end of year using F&P assessments. In writing students will complete on-demand tasks throughout the year that will be assessed using the TC rubrics. In math, students will be assessed using TERC Investigations end of unit assessments, bi-weekly Exemplar tasks rated using an Exemplar problem solving rubric, and a Number sense and operations assessment that spans all CCLS from K-5 grade to provide detailed information on students exact ability levels and next steps needed.

Students will receive targeted instruction based on their assessment data. In math students will receive direct instruction, guided support, and opportunities to reinforce learning through games. In ELA, students will receive direct instruction, guided support through small group and individual instruction, and opportunities to reinforce learning through games and independent reading. In writing, students will receive direct instruction in language arts and the craft elements of structure, development, and language conventions.

Extended learning time will be staffed by teachers in collaboration with P2L. School day teachers will provide instruction during the extended learning time. P2L after-school teaching artists will join school day teachers for the renewal hour to ensure students are engaged in rich experiences that will supplement daily instruction to deepen content understanding and provide opportunities to apply learning to real world experiences.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, teachers will have planned and implemented rigorous Teacher's College CCLS aligned units of study and performance tasks to improve rigorous instruction as measured by 6 completed units in ELA.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Utilize rubrics as formative assessment tools:</p> <ol style="list-style-type: none"> 1. Teachers will be provided with professional development on the use of TC rubrics and the TC Learning progression as formative assessment tools to ensure data informed instruction. 2. Teachers will provide students with instruction on the use student facing rubrics to build metacognitive skills by engaging in self-evaluation and purposeful revision. 3. Teachers will provide parents with rubrics to develop their understanding of CCLS expectations and empower them to provide at home support, thereby strengthening the home school connection. Workshops will be offered to parents in how to read and use rubrics to support their child. 	<p>Teachers, students, and parents</p>	<p>September 2015- November 2015</p>	<p>Administration, teachers</p>
<p>Ensure multiple entry points to instruction and support the needs of students with disabilities, English language learners, and other high needs students:</p> <ol style="list-style-type: none"> 1. Administrators will provide professional development on effective co-teaching models such as station teaching and 	<p>Teachers</p>	<p>1. September 2015 _ December 2015 2. September 2015 - May 2016</p>	<p>Administration</p>

<p>parallel teaching which serve to reduce class size and provide targeted needs-based instruction.</p> <ol style="list-style-type: none"> 2. Teacher teams will create lesson plans incorporating purposeful co-teaching models. 3. Teachers will create lesson plans incorporating various UDL strategies which include flexible means of representation, expression, and engagement. 4. Administration will regularly review lesson plans for evidence of multiple entry points. 5. Hire an AIS teacher to provide targeted reading instruction. 		<p>3. September 2015 - May 2016</p> <p>4. September 2015 - May 2016</p>	
<p>Develop teacher practice in the use of UDL strategies. Teachers will:</p> <ol style="list-style-type: none"> 1. Meet in teams during professional development time to develop a repertoire of UDL strategies for consistent implementation across the school. 2. Engage in peer intervisitation to observe UDL practices and provide feedback. 	Teachers	<p>1. October 2015 - December 2015 (first UDL strategy), December 2015 - February 2016 (second UDL strategy), March 2016 - June 2016 (Third UDL strategy)</p> <p>2. November 2015 - May 2016</p>	Teachers and administration
<p>PS15 will implement rigorous CCLS-aligned curriculum that provides students with intellectually challenging content and opportunities to think critically. Teachers will:</p> <ol style="list-style-type: none"> 1. Implement Teachers College Reading and Writing units of study across grades K-5. 2. Participate in professional development with a TCRWP consultant and through Renewal calendar days 	Teachers	<p>1. September 2015</p> <p>2. September 2015 - June 2016</p>	<p>Teachers</p> <p>Administration</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal

Literacy Coach

TCRWP Curriculum Materials

TCRWP Consultant

Substitute coverage for teachers while attending PD

JGB Consultant

Part 5b. 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	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

- By January 2016, teachers will have created 2 units of study in ELA.
- By January 2016, 100% of parents will have received rubrics aligned to the first 2 writing units of study as evidenced by submitted parent newsletters with rubrics attached.
- By January 2016, 3 parent workshops around unit expectations including the use of rubrics will be held.
- By January 2016, students will have engaged in 2 ELA unit tasks using student facing rubrics
- A minimum of 3 PD opportunities around effective co-teaching models will have been completed by November 2015.
- A minimum of 3 PD opportunities around use of rubrics models will have been completed by November 2015.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>PS15 has established a culture of trust, care, and collaboration that has helped create a familial feeling among all stakeholders. We believe in taking a ‘solutions-only’ approach to addressing the needs of the community. Through this focus, PS15 has been able to develop and maintain many community partnerships that support and sustain social-emotional health and academic growth. At PS15, all children are known well by multiple adults, and collaboration among staff ensures that social emotional supports are timely and effective. The report of the 2012-2013 New York State Education Department Integrated Intervention Team observes, “All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.” In addition, it was noted in our 2014-2015 Quality Review report that “[s]tructures for communication and collaboration between the school and all constituents result in mutual accountability for student progress.” The quality review report finds that the school has a “culture of learning that communicates high expectations to staff and to families in support of student learning,” including attendance outreach efforts that have impacted “students’ future readiness for college and or careers.”</p> <p>Expanding this culture of expectations remains the key work for PS 15, particularly given that, in any given year, nearly half of all students may be new to the school. In 2010-2011, PS15’s overall attendance climbed over the 90.0% mark, and has increased annually every year since. Still, the complex situations of many of the schools’ families can affect</p>		

attendance dramatically. For example, in 2014-2015, among students with permanent housing, 83% of all students have attendance of better 90%; among those in temporary housing, just 73% have reached the 90% benchmark. Our school's has committed to engaging whole families in order to ensure students' academic, social and emotional success. To this end, PS15 will continue to work with all stakeholders including our community school partner, Pathways 2 Leadership (P2L), to bring additional resources to our community in order to continue to support students' academic and social-emotional learning in order to increase attendance rates.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Our vision for a supportive environment is defined by a learner centered approach that values student voice, meets the needs of students and families, and provides the necessary tools to successfully address social-emotional challenges. It is characterized by true collaboration among stakeholders and community partners. To this end, PS15 will continue to work diligently to get to know individual learners and provide targeted individualized instruction and well as support services to reduce or eliminate barriers to learning and support social/emotional growth.

Our CBO Pathways 2 Leadership (P2L) will collaborate on school-wide goals, engage in data analysis with school staff, and work together to problem solve for students and families. They will combine their resources with the school's resources to ensure students have extended learning opportunities, rich educational experiences, access to arts education, provide mental health services, and collaboratively create an environment where stakeholders feel valued and have access to a variety of services.

We will cultivate student voice and leadership through teaching practices that encourage discussion and value student thinking and expression. We will implement a CCLS curriculum that provides students with opportunities to share their learning with their peers. TC units of study will provide students with the opportunity write about and share their knowledge about various topics. Our TERC Investigations math curriculum will support the co-construction of new knowledge with their peers. We will continue to supplement our curriculum with Context for Learning units and Junior Great Books which will be designed to promote student ownership of their learning. In addition, students will participate in P2L's Upstander! program to develop awareness of how each individual can contribute to the school culture and work collaboratively to combat bullying. All students will be engaged in rich discussions that lead to the creation of classroom charters (class norms) and set expectations for the type of environment that we value as a community.

PS 15 will continue to implement PBIS and refine our Emotional Learning (EL) program to more consistently provide students with an opportunity to share and name their emotions as a first step in developing strategies to manage their emotions and make productive choices.

Teachers will engage in professional development on raising mental health awareness and responding to students' mental health needs. They will receive professional development from P2L on the implementation of the SOAR

approach to youth engagement which involves using social work methods for engaging with youth. This methodology helps educators understand the psychology behind their students' actions and provides tools for helping them deal with a number of difficult situations.

Our SLT in collaboration with P2L will develop a data system that gives staff the ability to track and follow up with students with mental health needs. This new data system will enable teachers, community partners, related service providers, and school leaders to track students and measure students' social-emotional development over time.

These strategies for developing a strong supportive environment will result in improved social emotional supports for students and families, a reduced number chronically absent students and a school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be an increase in attendance to an average of 93.6% by addressing key elements that reduce chronic absenteeism and fully implementing a community school model in collaboration with P2L.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)</p>
<p>Use data to track students, implement supports, and measure social-emotional development:</p> <ol style="list-style-type: none"> 1. Collaborating with P2L to develop a data system that gives staff the ability to track and follow up with students with mental health needs. 	<p>Students at risk of attendance below 90%, families of students at risk of attendance below 90%</p>	<p>1. October 2015 - November 2016</p>	<p>Principal, P2L, SLT members, school attendance committee members</p>

<ol style="list-style-type: none"> 2. Provide teachers with staff development on the use of the data system. 3. Set monthly meetings to evaluate supports provided based on the data collected and provide additional targeted individualized supports. Use data to track students, implement supports, and measure social-emotional development: 		<p>2. November 2015</p> <p>3. December 2015</p>	
<p>Engage students and families:</p> <ul style="list-style-type: none"> • Create a formal school-wide attendance policy. • Provide PD to school staff on the attendance policy to ensure it is widely known. • Provide all parents with the attendance policy and refer to it in all conversations related to attendance. • Provide personalized early outreach during the first month of school by identifying all chronically absent or potentially chronically absent students and reaching out to families in order to provide early intervention. 	<p>Families and School Staff</p>	<p>September 2015 – December 2015</p>	<p>Principal, teachers, School attendance committee members, P2L</p>
<p>Monitor attendance data:</p> <ul style="list-style-type: none"> • Meet regularly with the attendance team to analyze student attendance data. • Provide families with monthly RISAs so that they can monitor their child’s attendance. • Review attendance records for accuracy and make corrections when necessary. • Monitor monthly school-wide attendance and compare with attendance for the same month in previous years. 	<p>Students at risk of attendance below 90%, families of students at risk of attendance below 90%</p>	<p>October 2015 – June 2016</p>	<p>Principal, school attendance committee members, P2L</p>
<p>Provide teachers and students with the tools needed to address social-emotional learning and minimize behavioral disruptions:</p> <ol style="list-style-type: none"> 1. Teachers will participate in SOAR training through P2L. 2. Teachers will participate in professional development through GoldMansour and Rutherford in the identification of 	<p>Teachers, Students</p>	<p>1. September 2015 - November 2015</p> <p>2. August 2015 -</p>	<p>Principal, P2L</p>

<p>student academic and social-emotional needs and create action plans to address them.</p> <p>3. Create clear criteria for SEL RTI tiers and how students are selected.</p> <p>4. Identify Tier 1, 2, and 3 students and devise appropriate intervention plans.</p>		<p>December 2015</p> <p>3. October 2015 - November 2015</p> <p>4. November 2015</p> <p>5. December 2015</p>	
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
P2L (Community School Partner)											
School Attendance committee members											
Weekly meeting time											
GoldMansour staff developer											
Per Diem for teachers to participate in PD											
Part 5b. 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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.
<ul style="list-style-type: none"> By October 2015, 90% of at-risk students will be identified and contacted by their attendance liaison within one month of school as measured by tracking sheets. By January 2016, sign-in sheets will reflect a minimum of 12 attendance committee meetings. By January 2016, our monthly school-wide attendance comparison will be complete through December 2015. By November 2015, 90% of teachers will have engaged in a minimum of 3 PDs in SOAR through P2L. By January 2016, our average attendance percentage will be 93.6% By December 2015, 100% of students will be identified as Tier 1,2, or 3. By November 2015, the criteria for identifying students for specific tiers will be created.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>PS15 is adept at collecting and analyzing multiple forms of student data. Teachers currently set individualized goals that are shared with students and design instruction to achieve those goals. As a community we engage in regular cycles of analysis, action, and evaluation. We track student progress along the way and create action plans to address at-risk students. Evidence of this is found in our 2013-2014 School Environment survey, in which 100% of teachers either agreed or highly agreed that “Teachers in my school use multiple forms of student achievement data to improve instructional decisions.” According to the IIT report, “Although teachers have access to multiple data sources, examined lesson plans showed an inconsistent use of data for determining student groupings or making instructional decisions or adjustments.” Teachers have received many professional development opportunities on analyzing data and using data in planning. Teachers work together with grade level teachers and school administrators to analyze student work and determine next steps for instruction. Consistent systems for collecting data are evident throughout the school and teachers engage in data discussions with administration where they highlight the process of analyzing data, using the data to implement individualized instruction, and the impact it has had on students. In addition they meet in vertical special education teams to devise lesson plans that meet the needs of diverse learners. Despite the growth we have seen in this area, we believe we can further develop this practice so that it is uniformly seen and students are consistently engaged in cognitively demanding tasks. Our most recent quality review found that, “Teachers are utilizing strategies to engage students, but instruction is not yet sufficiently deep to raise student thinking to a higher level.” As a school, we are engaged in regular conversations around constructive struggle and the balance between too little and too many scaffolds. In addition with a number of new teachers in the school, we recognize the need to provide additional opportunities for teachers to engage in collaborative planning with student data in mind. This would enable</p>		

less experienced teachers to learn from more experienced teachers and ensure that school-wide practices reflect what we, as a community, believe about how we learn best.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Our vision for Collaborative Teachers reflects the genuine, deep collaboration that exists among faculty. Faculty members expect to support each other. We are a community that values continuous learning. Educators work together to develop a thorough understanding of content, effective pedagogical practices, and individual learning needs. Through this collaboration, teachers enhance their practice, take ownership for the success of all students, and ensure the development of life-long learners.

To realize this vision, leadership has developed structures to accommodate collaboration in all aspects of professional practice. Structures include: weekly common planning periods for grade teams to analyze student data and create action plans; weekly extended professional learning times for vertical study groups, PLCs, and curriculum refinement; and a calendar of open inter-visitation periods with classroom coverage to allow for peer observation and feedback. Monthly special education teacher team meetings bring all grades together to explore effective scaffolds and extensions to CCLS-aligned curriculum, addressing the specific needs of learners. During IPCs, teachers and administrators select professional goals to guide their work. Teachers are organized into cohorts according to their professional goals and cohorts are shared amongst all teachers to ensure ownership, collaboration, and peer support in practice. Differentiated professional development is provided by consultants and administration based on identified and self-selected professional goals.

Across the school, consistent teaching practices reflect what we understand about how children learn best, which includes: getting to know students, modeling for students, creating opportunities for students to problem solve and to apply what they’ve learned. We set high expectations, reflect on our practice, and take time to celebrate students. In all classrooms, teachers work individually and in small groups with students. They collect anecdotal notes during conferences and small group instruction and set individualized student goals. Teachers teach into and monitor student goals over time. By analyzing data and getting to know students’ individual needs, teachers plan lessons informed by Universal Design for Learning strategies and implement modifications and accommodations culminating in lessons that are appropriately challenging for all students.

To inform instruction in reading, teachers utilize F&P benchmark assessments and continuous IRLA formative assessments to determine students’ exact reading abilities and needs. In writing, students compose on-demand writing pieces at the beginning and end of each Unit of Study. These pre- and post- assessments are analyzed using Teachers College rubrics and the Teachers College Learning Progression to determine performance levels. Reading responses are written daily and samples are collected and analyzed by teacher teams to ensure that students are making progress. In math, teachers use pre- and post-unit assessments, classwork, and Exemplar problem solving tasks to assess students’ performance levels. All data is reviewed and used to create individualized action plans for students and differentiate instruction during whole class lessons. In teacher teams, teachers analyze student work against to discuss strengths and

next steps. Collaborative work analysis supports teachers in maintaining appropriately rigorous expectations and provides opportunities for teachers to learn new teaching strategies from their colleagues.

Teachers utilize the effective co-teaching models and the workshop model for delivery of most instruction to ensure effective direct instruction and modeling, guided instruction, independent practice, and opportunities for students to share their learning with each other. Student growth is celebrated through publishing parties and regular home-school communication. ICT teams work collaboratively to plan engaging lessons across content areas. Cluster teachers collaborate with classroom teachers to design engaging lessons that build on the classroom learning. Grade level teams work together to create annual and unit plans that ensure consistency across the grade as well as alignment with the CCLS.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, collaboration in using assessment to offer more targeted and consistent support for student learning will result in improved teacher practice in 3C: Engaging Students in Learning, and 3D: Using Assessment in Instruction, as evidenced by a 15% increase in the number of teachers rated effective in these areas.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Ensure instruction is rigorous:</p> <ol style="list-style-type: none"> 1. Teachers will collaboratively plan instructional units that include higher order thinking skills as defined by 	<p>Classroom teachers</p>	<p>1. September 2015 - June 2016</p>	<p>Administrators, teachers</p>

<p>Depth of Knowledge and Habits of Mind.</p> <ol style="list-style-type: none"> Teachers will utilize co-teaching models that support student learning goals Teachers will engage in inter-visitations and provide peer feedback on observed rigor. Teachers will utilize common assessments and rubrics to identify student performance levels and evaluate progress. 		<p>2. September - November 2015 and ongoing</p> <p>3. Sept. - Oct 2015; January 2016; and ongoing for classroom assessments</p>	
<p>During instructional work time and common planning time teachers will:</p> <ol style="list-style-type: none"> Analyze student work using rubrics and the TC Learning Progression. Identify student strengths and high leverage next steps Share best practices and intervention strategies and use student work products to reflect on the effectiveness of the strategies. Create targeted data-informed action plans for students. Evaluate student progress towards meeting pre-determined benchmarks. 	Classroom teachers	<p>September 2015 – June 2016</p> <p>(Monthly during the 2015 - 2016 school year)</p>	Administrators, coaches, teachers
<p>In vertical teams, teachers will:</p> <ol style="list-style-type: none"> Develop a toolkit of instructional strategies Math aligned to the CCLS to address student deficiencies and provide cognitive engagement. Evaluate TC rubrics and leveled writing exemplars to develop a common understanding of expectations across grades. 	Teachers	<p>1. November 2015 - January 2016</p> <p>2. October - December 2015</p>	Administrators, mathematics coach, teachers
<p>During professional development time, teachers will:</p> <ol style="list-style-type: none"> Refine our school-wide definition and develop a common understanding of rigor. Participate in professional learning communities around rigorous instruction. 	Teachers	<p>1. December 2015 - January 2016</p> <p>2. January 2016 - June 2016</p> <p>3. January 2016 - June 2016</p>	Administrators, teachers, and coaches

<ol style="list-style-type: none"> 3. Engage in a cycle of action research related to their topic and share the results with the school community. 4. Develop an understanding of the number sense and operations strand along the k-5 continuum. 5. Explore professional resources to develop strategies for ensuring instruction is rigorous. <p>During parent engagement time, teachers will:</p> <ol style="list-style-type: none"> 1. Provide parent workshops on the use of rubrics to support their child. 2. Create monthly newsletters to inform parents about units of study students are engaged in. 		<p>4. November 2015 - January 2016</p> <p>5. January 2016 - June 2016</p> <p>1. October 2015 - June 2016</p> <p>2. September 2015 - October 2016 (Monthly)</p>	
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Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Administrators</p> <p>Instructional Coaches</p> <p>Goldmansour and Rutherford Staff developers (Effective Co-teaching)</p> <p>Per-Diem for teachers to participate in PD</p> <p>TCRWP Materials including rubrics and units of study</p> <p>Professional Development time</p> <p>Common planning time</p> <p>Instructional work time</p> <p>Inter-visitation calendar</p> <p>Professional Texts</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, 100% of teachers will be engaged in professional learning communities.</p> <p>By January 2016 100% of K-5 teachers will be observed and rated in 3C: Engaging Students in Learning, and 3D :Using Assessment in Instruction.</p> <p>By January 2016, an online blog/ webpage will be created by teachers to share their ELA and Math toolkits.</p> <p>By November 2015, 100% of K-5 teachers will have participated in a calibration exercise to norm ratings using TC rubrics once common understanding is developed.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>On the 2013-2014 citywide survey, PS 15 stakeholders expressed key elements of DTSDE Statement of Practice 2.2. One hundred percent – 86% strongly – agree that PS 15’s principal “communicates a clear vision.” Agreement also was unanimous that the principal “makes clear to the staff... expectations for meeting instructional goals.” Families report similar clarity about communication around their own, individual children, with universal agreement in response to the statement that the school “keeps me informed about my child’s academic progress.”</p> <p>To be Effective under Statement of Practice 2.2a on the DTSDE rubric, “SMART goals/mission and long-term vision are created and supported by a representative group” of staff and families. The New York State Education Department’s Integrated Intervention Team report states that PS 15’s “school leader has created Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, and a mission and long-term vision, in collaboration with staff and parents, which are supported by the school community.” The report adds that “the School Comprehensive Education Plan (SCEP) was created by the school leader in collaboration with representative teachers and parents, and presented to staff at a school-wide meeting and to parents at a Parent-Teacher Association (PTA) meeting.” Statement of Practice 2.2b defines Effective as when the “school leader shares a</p>		

data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities.” In their findings for 2.2, the integrated intervention team reviewers write, “Plans are in hand to realize this vision....” In addition, reviewers found that the school leader maintains ongoing communication with teachers, support staff, and parents through regularly scheduled meetings, email, and texts.” In Practice 2.2c, the DTSDE rubric defines Effective as when the “school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.” IIT reviewers write: “School Leadership Team meeting notes and agendas provide information about the monitoring and evaluation of student progress.” Reviewers add that the school’s intended adjustments are “uniformly seen, heard, and known.” In our 2014-2015 Quality review, the reviewer noted, “Across classrooms and throughout the school teachers utilize common assessments aligned to the curriculum to inform instructional decision-making, and school-generated rubrics guide students in their work and provide feedback.” **As a next step, stakeholders agree that PS15 should refine structures for monitoring student progress to efficiently capture baseline performance levels and monitor actual student growth over time to identify school-wide trends and progress toward the school’s broad vision.**

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Our vision for effective school leadership is defined by leaders who foster trust through demonstrated instructional expertise, effective operational management, and integrity and transparency, are attuned to staff members’ potential, create distributed leadership, including P2L involvement and development of model teachers. They lead by example as they actively listen, regulate emotions, project an optimistic and problem-solving attitude, and demonstrate confidence in others by conferring leadership opportunities and holding them accountable for results. They understand instructional best practices and are present in classrooms, both observing and modeling. They understand the central importance of SEL for both students and staff and maintain structures for PBIS and Ruler while seeking opportunities to deepen this work. Communication is clear and effective and new ideas are sought and welcomed. Effective school leaders consistently seek ways to innovate and refine practice.]

The school leader together with the SLT creates a shared vision and mission. The vision and mission are communicated to the school community during staff development and PTA meetings, in faculty and parent handbooks, and on our web site. CEP goals and accountability measures reflect our shared vision and mission. SLT members include essential CBO partners P2L and CFK. Our P2L site director is a part of our attendance committee as well as an SLT member. These partners are intrinsically involved in creating and implementing CEP goals and action plans, and their resources are harnessed to support the school's mission. P2L's site director is stationed at our school, and CFK's site coordinator is stationed here two to three times weekly. Working on-site makes them truly part of the school community, with first-hand understanding of student needs. Regular meetings with leadership to plan, problem-solve and reflect ensure that we are productively executing our shared mission.

Supports to ensure individual improvement include: scheduled common planning time to review student progress including scheduled cycles of action planning, and cycles of teacher observation, as well as intervisitation feedback from instructional coaches, and peers. The school leader is involved in planning and debriefing with instructional coaches, consultants and teachers to ensure a consistent focus on both school-wide and individual goals for improvement. In addition, in weekly meetings and regular follow-through, she works with the attendance committee to analyze trends and strategize action plans to raise attendance.

To ensure that student's needs are met, the leader has created weekly common planning times and opportunities for peer intervisitation. In addition, funds are allocated to provide substitute teachers so that classroom teachers can engage in professional development. Per session is allocated for teachers to collaboratively plan instruction that meets the needs of their students. Classroom schedules are designed to provide ample time for students to engage in targeted literacy and math instruction as well as physical activity and enrichment. At least two study groups across the year focus on classroom schedules to ensure that learning time is maximized and that students' needs are met.

The school leader has a layered and purposeful approach to conducting observations. Individual professional goals as well as school-wide goals provide the context. Strengths and next steps ("hugs and pushes") are recorded in a database so that subsequent observations can focus on growth in identified areas. The school leader and teacher discuss the lesson shortly after the observation followed by a written report. Reports include specific actionable feedback, and frequently include resources, explicit suggestions and include follow up through professional development.

Shared accountability is an intrinsic result of the community school structure. Consistent with a distributed leadership model, the P2L Community School Director and AP will have explicitly defined areas of responsibility and will take the lead in coordinating initiatives. The School director will be especially involved in family engagement and student mental health support. The AP will be especially involved in instructional initiatives pertaining to literacy and student supports. Attendance accountability is effectively shared. The attendance committee includes P2L, school nurse, parent coordinator, school staff, and guidance counselors. There is a defined information flow from committee to teachers regarding action plans and follow up. All stakeholders will share accountability for student SEL and mental health. Systems will include the implementation of a mental health tracking system developed by P2L and weekly meetings between guidance and P2L social workers. P2L will be delivering both leadership development and teacher development to enhance understanding and expertise in SEL. This will ensure that all stakeholders will develop a common understanding of social emotional literacy, and will be attuned to students' social-emotional needs and their own response to those needs.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, K-5 classroom teachers will have implemented a school-wide system for determining students' incoming performance levels and growth over time by administering a mathematics baseline, midline, and post assessment in number sense and operations as measured by reported test scores for 100% of enrolled students at the time of each assessment period as captured in our online platform.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) 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? (include school, educational consultants and/or CBO staff)</p>
<p>We will:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive number sense and operations assessment for students in grades K-5 2. We will administer the assessment as a baseline, midline, and end of year assessment 3. Administration will create an online platform to capture student performance. 	<p>Students</p>	<ol style="list-style-type: none"> 1. September 2015 2. September - October 2015 3. September 2015 	<p>Administrators, math coach</p>
<ol style="list-style-type: none"> 1. Teachers will analyze assessments to determine if students are making expected and accelerated growth over time. 2. Administration will analyze school-wide data to identify trends and measure progress 	<p>Students</p>	<p>November 2015 – June 2016</p>	<p>Administrators, math coach, teachers</p>
<p>Teachers will complete backwards planners to determine ambitious goals and benchmarks for the acquisition of number sense and operations skills for each student.</p>	<p>Students</p>	<p>October 2015</p>	<p>Administrators, math coach, teachers</p>
<p>Administrations will create a checklist to record student performance for each number sense and operation standard.</p>	<p>Teachers</p>	<p>September 2015 – October 2015</p>	<p>Administrators, math coach</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Math Coach											
Teachers											
Professional development, instructional work, and common planning time											
Administrators											
Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.											
By October 2015, 100% of teachers will have administered the mathematics baseline comprehensive assessment and the skills checklist will be created.											
By October 2015, 100% of teachers will have reported their students’ math assessment scores in our online platform.											
By September 2015, our online platform for collecting test scores will be developed.											
By February 2016, 100% of students will have completed the midline assessment.											
By December 2015, 90% of students who took the baseline assessment prior to October will meet their first benchmark goal set in the backwards planner as evidenced by classwork and end of unit assessments.											
By December 2015, 100% of students who did not meet their first benchmark set in the backwards planner, will have action plans developed by teachers with specific instructional strategies, assessment, and timeline for completion.											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>PS15 excels at developing strong relationships and learning about the needs of our community members. The 2014-2015 quality review report notes that “communication and collaboration between the school and all constituents result in mutual accountability for student progress.” Staff members spend a great deal of time getting to know students and families and fostering trusting relationships. At PS15, all families are welcome and greeted in a friendly manner by all safety agents and office staff. On the 2013-2014 citywide survey, one hundred percent of parents agreed or strongly agreed with the statement, “My child’s school makes me feel welcome.” PS 15’s overall school culture satisfaction rate places the school among the top four percent of community, high school, and charter schools citywide. This warm, trusting environment supports communication among families, teachers, and administration.</p> <p>During the 2014-2015 school-year, PS15 focused on improving our academic communication with families. Through regular progress reports, emails, meetings, and phone calls, we provided families with timely data about their child’s progress and ensured open dialogue among parents and the school community. However through anecdotal data, our SLT came to realize that families often felt as though no place existed for them in the school building, despite having developed great relationships with their child’s teacher. Upon reflection, we found that there was a lack of opportunity for families to utilize our facilities and develop a sense of belonging with the larger school community. An inviting climate is important to PS 15, but welcoming families is not an end in itself. In order to truly become a community school, families must feel as though the school building is as much theirs as it is their child’s and develop relationships with other families to truly have a sense of belonging and community.</p>		

As a newly designated community school, we are committed to opening our school doors and meeting the needs of the entire family in order to support student success. Therefore, during the 2015-2016 school-year, PS15 will prioritize connecting our community partners, families, and school by creating additional opportunities to meet the needs of families by making school resources to families and fostering a greater sense of community.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Our vision for strong family and community ties is a warm, open, and welcoming environment for students and families. Families have a sense of ownership and belonging. Interactions among stakeholders are characterized by mutual respect and reciprocal communication. Families are empowered to make informed decisions and participate in their children’s academic achievement. Resources and services are readily available and tailored to meet individual needs. The school serves as a hub of learning for all, and all community members have a shared vision for success.

Our warm and caring environment supports open communication between parents, teachers, and administration. As we learn about the various needs in our community, we work to meet their needs by fostering many community partnerships that bring both enrichment and vital support to families. Current partnerships bring to our community dental and vision care, mental health services, student leadership opportunities, music, arts, and drama. With our new partner, P2L, we will expand our services in response to family needs as determined by school-designed surveys, interpersonal feedback, and monthly “Coffee and Conversation” interactions.

Visitors are welcomed by our office staff and our safety agent (recipient of the 2014-2015 Safety Agent Recognition Award), as confirmed by the 100% response to the citywide survey question, “My child’s school makes me feel welcome.” A redesigned entry will go further in welcoming parents into the building. We will provide computer and internet access. Attractive, multi-lingual signage will announce events, celebrations, and family access times for the Media Center. Additionally, a family bulletin board will give space for families to post messages and communicate to other families and to the school community so that information sharing is reciprocal. In addition, parents will have more opportunities to volunteer in the school as we initiate a new partnership with Learning Leaders.

During meet the teacher night, a parent survey will be administered to provide families with an opportunity to share important information about their child and additional conversations are scheduled throughout the year to better ascertain students interests, talents, and needs as well as strengths, talents, and needs of family members. The school reaches out to parents to provide information about curricular expectations through monthly newsletters. Teachers will attach to newsletters the rubrics used in writing and math to inform them about the level of work expected from their children. To deepen their understanding of those expectations, teachers will take advantage of parent engagement time to design and/or conduct workshops that explicate CCLS, and parents will get to try out grade level activities and score themselves on rubrics.

In addition to report cards, progress reports are shared with parents three times per year, informing parents of their child's current progress and giving specific suggestions for home activities and supports. The school will facilitate parent sign-up to NYC Schools Account to ensure family access to their child's assessment data and will help them learn to navigate the system. School computers in the Media Center and lobby will have a parent login with bookmarks and links to NYC Schools Accounts other key resources. To monitor our success and revise our practices as necessary, we will design surveys to be given on parent conference days, and gather parent feedback as to whether we are doing a good job keeping them informed about their child's academic progress and whether they feel valued as an active participant in their child's learning.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 10% of PS15 families will have utilized school resources to meet family needs as evidenced by sign-in sheets. PS15 will partner with P2L to further open lines of communication, create parent spaces, and use flexible scheduling to make additional resources available to families, and create opportunities for families to connect to the school community.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p><u>Collect Data</u></p> <ul style="list-style-type: none"> • Design a parent survey that can be administered three times throughout the year to identify whether or not parents feel welcomed. • Administer surveys to parents during parent teacher meetings to determine the extent to which parents feel informed about their child’s academic needs and valued as an active participant in their child’s education. 	<p>Families</p>	<p>September 2015 to October 2015</p>	<p>Administrators, P2L, SLT, Teachers, Parent Coordinator</p>
<p><u>Make resources available to parents:</u></p> <ul style="list-style-type: none"> • Work with our community school partner, P2L, to design a welcoming lobby that includes access to computers, a printer and parent information. • Provide parents with access to school library Media Center through designated parent use hours. • Create parent logins and personalize computers with links to resources such as NYC Schools Accounts • Ensure access by creating multilingual signage to raise awareness of available resources such as the Library Media Center and laundry machines. • Better maintain a scheduling system for use of laundry facility. 	<p>Families</p>	<p>September 2015 to October 2015</p>	<p>Administrators, P2L, SLT, Parent Coordinator, Technology Teacher</p>
<p><u>Create opportunities for open dialogue:</u></p> <ol style="list-style-type: none"> 1. Engage in monthly “Coffee and Conversation” sessions where parents can join the school leaders, community school partner leaders, and other parents to informally discuss happenings at the 	<p>Families</p>	<p>1. November 2015 to June 2016</p>	<p>Administrators, P2L, SLT, Parent Coordinator</p>

<p>school, experiences, concerns, and provide overall feedback.</p> <ol style="list-style-type: none"> 2. Create class parents in to provide parents with an opportunity to network and develop a greater connection to the school community. 3. During parent engagement time, teachers will engage in conversations with parents and offer grade specific workshops that empower parents to support children at home (i.e. Are you smarter than a second grader?). 		<p>2. September - December 2015</p> <p>3. September 2015 - June</p>	
<p><u>Create opportunities for parents to be actively involved in the school community:</u></p> <ol style="list-style-type: none"> 1. Assign a coordinator to organize parent volunteer opportunities and collaborate with Learning Leaders. 2. Collaborate with school staff and community partners to identify and coordinate appropriate volunteer opportunities for parents. 3. Collaborate with Learning Leaders to provide parents with volunteer screening and training. 4. We will offer a series of 6 workshops to parents, one per month beginning in October, to support active engagement in their child’s learning. Our community partner, P2L, will offer a series of three parent workshops entitled, “Organizing for Life”. This will be followed by grade level workshops provided by classroom teachers that outline testing expectations and how best to support their child at home.” 	<p>Parents</p>	<p>1. September 2015</p> <p>2. November 2015 - December 2015</p> <p>3. October 2015</p>	<p>Administrators, P2L, SLT, Teachers, Parent Coordinator</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>P2L (also responsible for providing computers, tables, and additional lighting)</p> <p>Administration</p> <p>Learning Leaders</p> <p>Library Media Center</p> <p>Parents</p> <p>Parent Coordinator</p> <p>Parent Coffee Cart</p>

Part 5b. 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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By November 2015:</p> <ul style="list-style-type: none"> • Library Media Center will be parent-ready with hours established and posted. • Parent survey will have been created and administered. • Parent-Teacher Conference survey will be administered during November parent teacher conferences. • A partnership with Learning Leaders will have been established. <p>By January 2016:</p> <ul style="list-style-type: none"> • Class parents will have been established for 4 classes. • Three "Coffee and Conversations" will have been held. • Teachers will have offered a minimum of one workshop and engaged with 100% of parents at least twice regarding student's academic progress. <p>5% of PS15's parents will have utilized a school resource.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, there will be a 30% decrease in the number of tier 2 and 3 students as measured by the Independent Reading Level Assessment through extensive differentiated instruction and practice.
By June 2016, 70% of students will move one level as measured by the Exemplars Rubric in mathematics through extensive differentiated instruction and practice.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
PS15 will ensure participation in the ELT by setting the school-day hours inclusive of ELT. Parent information sessions and handbooks will list the school day as 8:40am- 4:00pm with 3pm-4pm listed as the extended hour. For parents who wish to remove their child from the extended hour, a one-on-one meeting will be scheduled with the family to explain the benefits of participation in the extended hour and how it will support academic success. Daily attendance records for ELT will be maintained to confirm participation.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

• How will outreach be made to families?

Our ELT program will be offered in collaboration with P2L and other community partners. Students will engage in 2 days of literacy instruction, 2 days of math instruction, and 1 day of enrichment. For literacy and math instruction, teachers will have the opportunity to work side by side with P2L afterschool facilitators to provide engaging instruction in literacy and math.

The ELT program will provide students with targeted highly differentiated instruction using formative assessment data to support academic growth. The ELA sessions will be broken into reading and writing sessions. During the reading session, students will build stamina and fluency through independent reading as teachers teach individually and in small groups. This will provide students with additional time on task reading and the opportunity to work towards their reading goals. During the writing session, teachers will utilize CCLS-aligned Handwriting Without Tears, a highly regarded preK-5 RTI appropriate program, to develop writing fluency and language art skills through various engaging multi-sensory activities. The math sessions will provide targeted practice in problem solving and fluency in number sense and operations. During the first session, students will engage in various exciting math games with their peers to develop fluency. Games will be chosen based on individual student needs and differentiated for students. During the second session, students will engage in Exemplars problem solving tasks in partnerships and small groups with a focus on development of the mathematical practices found in the CCLS. ELT will also include cycles of project-based learning experiences throughout the year. Professional development offered during professional development time and school-day PD will support teachers with implementation during the renewal hour. P2L staff members will engage in various school day activities with students and join teachers during their professional development time to develop shared understandings of school and student goals and engage in professional learning.

The enrichment component (one session per week) will deliver engaging content, such as dance, photography, media, art, chess, etc. These opportunities will foster students' social skills through peer interaction during experiential, hands-on activity, and further their positive connection with school. Our partner, Change for Kids, may also provide volunteers and tutors during the ELT (TBD).

Community partners will receive professional development through:

- P2L in-house professional development
- Participation in PS15's professional development
- Learning Leaders partnership (Change for Kids volunteers)

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

ELT instruction will be provided by classroom teachers to ensure that the adults who know students the best are the ones providing academic support. After-school facilitators, skilled in various enrichment areas (i.e. art, dance, photography, media, etc.) will work side by side with teachers leading to a more engaging ELT program. Professional development offered during professional development time and school-day PD will support teachers with implementation of the renewal hour. P2L staff members will engage in various school day activities with students and join teachers during professional development. By ensuring that P2L staff members are involved during the school day, students will have the unique opportunity to get to know and trust all renewal hour staff early in the year and

continue to build a relationship with each other. Immediately following the renewal hour, students who remain for afterschool program will have snack, homework help, and clubs such as dance, sports, chess, Spanish, and art.

School administrators will oversee the ELT program in collaboration with the P2L Community School Director. Teachers will utilize various assessments including teacher made number-sense and operations strand assessment, exemplar rubrics, IRLA reading levels, and Handwriting Without Tears' Screener of Handwriting Proficiency to assess student performance and progress. Assessments will be administered at the beginning, middle, and end of the ELT program.

Part 4b. Timeline for implementation and completion, including start and end dates.

ELT will be implemented throughout the entire school year (September 9, 2015 - June 28, 2016).

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Teachers
- P2L Staff
- Administrators
- Handwriting Without Tears Materials
- Exemplars
- Math Games from TERC and EDM, and other sources
- Leveled Texts
- IRLA

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

By October 2015, baseline number sense and operations assessment will be administered to 100% of ELT students.

By October 2015, 100% of ELT teachers will have participated in PD on the use of handwriting Without Tears and begun implementation.

By January 2016, there will be a 15% decrease in the number of tier 2 and 3 students as measured by the IRLA.

By January 2016, a minimum of 10 exemplars will be completed by 90% of ELT students.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, PS15 will implementing parent engagement strategies to increase parent engagement as measured by 20% of all parents attending at least one PTA meeting and at least 10% of parents attending three or more meetings.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population to be served includes school staff, students and families. The scope of services to be provided include:

1. Academic support (homework help and enrichment),
2. Social-emotional and mental health supports – Mentoring and social worker to support student and family
3. Professional/ personal/ parental development for staff and families
4. Extended school day and an added hour of instruction daily
5. Needs assessments and data tracking
6. Coordination of services with community based organizations
7. Communication supports/ enhancements

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

PS15 applied for and was awarded an AIDP Community School grant prior to its renewal school designation. As such, we had the opportunity to establish, in coordination with United Way, our community school partnership early in the year. Once established, Pathways 2 Leadership (P2L) together with the SLT, selected a highly qualified candidate to serve as the community school director. P2L in collaboration with administration, conducted a school wide needs assessment with all teaching staff and parents to develop an understanding of the steps needed in order to fully transform into a Community School. The needs assessment supported the creation of short term and long term goals and immediate next steps

P2L's active involvement in SLT, PPT, attendance committee meetings, school safety committee meetings, and weekly guidance and administrative meetings will ensure timely review of critical data and opportunities to problem solve and target interventions, monitor progress, and case manage individual students. The strategies, programs, and initiatives listed below define the specific ways in which we will meet the NYCDOE requirements for a Community School in the School Renewal program.

Strategies for personalization to meet the needs of the whole school community and targeted high needs students include, but are not limited to:

1. Conduct a needs and capacity assessment using a range of tools and data sources including The Community School Partnership Assessment, Community School Climate Self-Assessment Tool, and Community Needs Assessment, found on communityschools.org as well as current data sources such as the School Environment survey, NYS school report card, NYS test scores, NYC progress report, NYC Quality Review, and academic formative assessments
2. Increase student engagement (whole school and targeted student engagement)
 - Provide academic enrichment and remedial education
 - Provide arts, music, and cultural programs
 - Provide ELT programming tied to Core Curriculum Standards and STEM
 - Provide students with opportunities for community service and service learning
 - Provide education in conflict resolution
 - Develop personal and social skills
 - Provide high quality education
 - Provide mental health services
3. Engaging Parents (whole school and targeted)
 - Engage in monthly parent forums connected to PTA meetings to encourage participation and feedback
 - Provide parenting and health education such as cooking, nutrition, parenting classes
 - Provide parents with training in skills and strategies to support their children's academic achievement
 - Provide adult education such as GED, technology, ELL, finance and budgeting classes
 - Provide health care services such as dental, vision, and routine screenings and physicals
 - Provide job readiness training such as interviewing techniques, resume writing, job search, and organizational strategies
 - Provide mental health services
 - Develop an environment of trust and mutual aid, encouraging greater parent involvement
 - Provide family support services such as culture and recreation, mental health, and workshops
 - Involve parents in decision-making and problem solving through regular parent surveys, agenda items during PTA meetings, and breakfast social clubs where we will elicit feedback and encourage conversations around needs and supports that may address them
4. Engaging Staff (whole school)
 - Provide professional development to equip teachers with the skills and knowledge they need to support students and families in ways that are culturally responsive (i.e. beginning Spanish language course for staff to effectively communicate with all families)
 - Develop structures for staff communication regarding available services and partnerships including presentations by school partners on their mission and the services they provide
 - Create opportunities for leadership and collaboration
 - Involve SLT and school staff in decision-making and problem solving

5. Engaging community (whole school)

- Provide community supports for neighborhood residents by making the school building available for out-of-school-time services and clubs, and support groups
- Foster neighborhood pride through beautification projects and community building activities
- Foster effective collaborations with neighborhood gardens to cultivate and enhance our existing gardening club while supporting local efforts
- Further nurture and develop the number and scope of services through community partners by effectively coordinating and maximizing in school and after school services
- Create a welcoming environment
- Implement structures for communication to ensure that partnerships are mutually productive, beneficial and informed

6. Implement a school-wide initiative centered on The Habits of Mind (HOM), a repertoire of positive behaviors that help students, parents, and teachers be pro-active and successfully navigate the various challenges and problems they encounter in the classroom and everyday life.

7. Addressing attendance (whole school and targeted)

- Incorporate a structured cycle inclusive of assessment, action planning, and implementation to ensure timely, personalized support of students and families
- Create opportunities for acknowledging and rewarding significant improvements in attendance.

8. Communicate regularly (whole school)

- Agenda items on monthly PTA meetings (third Wednesday of the month)
- Agenda items on monthly SLT meetings (third Wednesday of the month)
- Monthly meetings facilitated by Community School Director
- Regular updates to parent website with links to community partners' websites and opportunities for comments and emails from parents and the community (via computers in the lobby made available to parents)
- Maintain regular and ongoing communication with partners via emails and phone
- Monthly breakfast socials with administrators for conversation, problem solving, and feedback

PS 15 and Pathways to Leadership will implement the following programs and initiatives:

1. Professional Development

1. School Based Intervention (SBI) (whole school and targeted)

SBI is a reframing of clinical "therapy" for school based counselors and teachers who will be trained how to develop mentoring relationships with targeted students

The main topics of the *SBI* training program are:

1. Exploring triggers in the work with students and how mentors can support one another (counter transference and transference)
2. Topical lectures and theoretical framework including:
 - Relational Theory, Donald Winnicott
 - Stages of Development, Erikson/Freud

- Attachment Theory, Bowlby, Mahler, Siegel
- Object Relations, Mahler
- Neuroscience, Siegel, Schore, Goleman
- Cognitive Behavioral, Emotional Brain/Learning, Joseph Ledoux, Mary Helen Immoraino Yang
- Mind/Brain Education, Kurt Fischer, Howard Gardiner

3. Relationship Building in Mentoring

- How do we communicate? (verbal and nonverbal)
 - Active listening
 - Attunement
 - Mentor and mentee roadblocks
4. Handling challenging moments and best practices
 5. Data collection and using data to inform next steps

Participating staff will receive coaching and booster sessions throughout the school year.

2. SOAR (Stop, Observe, Analyze, Respond) (targeted intervention)

SOAR is a classroom management strategy that provides teachers with tools to address acting out behaviors within the classroom. SOAR arms classroom teachers with knowledge and strategies to identify and address acting out behaviors within the classroom and reintegrate “acting out” students back into the community of the class. Building on the work of John Bowlby and Margaret Mahler, the training identifies behaviors associated with securely vs. insecurely attached youth, explores the importance of Winnicott’s *holding environment*, and stresses the importance of the use of self in identifying transference and counter transference issues. Teachers will have training followed by classroom observations and will also receive booster sessions throughout the school year.

3. Leadership in Action (LIA) is a reflection and development series in which select school leaders and rising leaders break down their understanding of

- Authority vs. Influence
- Management vs. Leadership
- Leadership styles, qualities and behaviors
- Systems Thinking and Collective Leadership

The series serves to establish whole-school servant leadership practices that will support the development and role-out of engagement practices to all community school stakeholders (students, parents, CBO partners, local community members, etc.).

Taken together these three trainings will enable the school staff to develop a common language when discussing students and help them frame the primary strategy as managing their own behavior with students and modeling appropriate interactions and adding to sustainability. In addition there may be other individual workshops for school staff, guidance counselors, and all major stakeholders focusing on classroom management, boundaries, effective relationship building, engaging today’s students, embracing difference, gang awareness and drug awareness and other topics based on assessed need.

2. Violence Prevention

4. *Bullying Prevention: Empowering Upstanders Assemblies* (whole school)

For PS15's students, a series of school-wide assemblies and lessons addressing topics listed below will be facilitated in an age-appropriate manner. Each assembly will end with a "talk-back" session. The trainers at each school will also further these lessons and assemblies by creating school-wide campaigns, including murals, PSAs with students, and poster contests.

1. Introduction of concepts and definition of bullying behaviors
2. An in-depth look at the roles in bullying and effective and ineffective strategies for safely taking Upstander action
3. Messaging and strategies to promote Upstander behavior for all students in our school. *Empowering Upstanders* at the elementary schools will include performance assemblies presenting role plays of relevant bullying situations tailored to each school's needs, modified lessons, and break out groups in which students work together to create personal plans of action that develop their Upstander strategies.

5. *Violence Prevention Program, VPP* (whole school)

An evidence-based in-class conflict resolution program listed on 4 national model program lists. The VPP program teaches conflict resolution, effective communication, goal-setting and pro-social behavior modifications. VPP has been evaluated with grades K-12 with over 150,000 students and has been shown to have significant impact on self-concept, community building, academic self-concept, pro-social bonding to peers and positive adult role models, decreased verbal and physical aggression and an increase in skills that lead to handling conflict in a constructive manner. VPP will be offered to the entire school in order to change the climate throughout the school building as well as in the targeted group.

3. Mentoring (Targeted Intervention)

One-on-one mentoring is a crucial support for students with unstable home lives, limited role models, and emotional trauma.

RISE (Re-Integrating Students through Education):

The RISE mentoring program is a targeted program for at-risk students referred by school staff. The program will be structured around therapeutic mentoring, conflict resolution, and school engagement. Targeted students will be assigned a mentor who checks in with them daily, meet with them regularly and will be the point person in assessing the student's needs and connecting him/her with all services. The program will work with students to develop competencies and help them to foster identity and purpose and respond positively to their emotions/behavioral impulses and environment. This has been found to be important for students that are coping with high levels of instability, such as living in a temporary housing situation or significant exposure to violence.

Highly trained mentors including licensed social workers and graduate school interns will provide daily student engagement, after-school youth development activities, lunchtime activities, parent engagement, and staff development. At the start of the program, staff members will collaborate with all stakeholders (the SLT, parents/caregivers, case/family workers, STH coordinators, and teachers) to identify each student's academic and emotional needs through the parameters of school incidents, risk assessment, and academic

challenges. Using this information they will create for each targeted student an individualized plan for academic remediation and enrichment, social-emotional enrichment and resiliency restoration. In collaboration with teachers, parents, and any mandated service providers, the mentors will outline the goals, objectives, and expectations for all parties involved to create a framework that encourages pro-social behavior and student achievement.

In addition to daily check-ins, mentoring will be provided to targeted students individually and in groups. Group mentoring for students that need further support will be set up with opportunities for them to interact with their peers in a structured group. This approach builds a community and allows them to learn what others are doing to overcome similar obstacles to attendance and academic achievement.

A Partnership for Success Agreement (PSA) will be created by both mentor and mentee and will serve as a contract between them, giving our students a voice and ownership in what he/she is working towards.

Weekly one-to-one Mentoring Sessions move through four phases: 1) Engagement and Assessment to build trust within the relationship, 2) Intervention to demonstrate correlation between actions and results (behaviors and outcomes; 3) Application to Academics to identify students' role in their academic success; and 4) Termination and the Continuing Cycle to identify each student's Road Map to Success.

4. ELT Programming (whole school and targeted)

Daily ELT programming will offer a safe, academically purposeful environment with enrichment experiences that will connect our students and families to the school, foster social-emotional growth, and help to educate the whole child. ELT programming will be customized to meet PS15's needs, inclusive of parents and community members. Through our partnership with P2L and existing partnerships, we will establish arts and cultural after school clubs such as spoken word, arts & crafts, knitting, gardening, puppetry, murals, dance, martial arts, health and fitness, leadership, literacy, movement and recreation, visual and creative arts, and academic support including homework help. ELT programming will also offer the opportunity for targeted academic intervention and small group instruction.

5. Parent Workshops (whole school and targeted)

P2L will offer a series of workshops from their Building Family curriculum to engage our parents and provide them with skills and information in personal development and supporting their child's education. These workshops include topics such as:

- Empowered Parents
- Our World Today
- Healthy Living
- Supporting Your Child's Academic Journey
- Steps For Success
- Creative Spirit

These workshops will offer parents information and strategies for improving their home life, finances, and coping with the many challenges they face, especially for our homeless and doubled up families.

In addition, workshops will be offered that engage parents and children in ways to strengthen and support family ties and provide easy-to-do, low cost activities for the whole family.

6. Attendance Initiative (whole school and targeted intervention)

The initiative will build on and augment current practices to identify the root cause of attendance issues and provide timely support as well as implement proactive measures that will develop lifelong habits.

Interventions will include whole school and targeted interventions in collaborations with the attendance committee, teachers, mentors, and parents.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The community school program will be implemented in collaboration with P2L. The school administrators, P2L Executive Director, Program Manager, and Community School Director will oversee the program. Major community partners such as Change for Kids, Creative Arts Agency, Mark DeGarmo Dancers, Arts for All, NYU, and others will join resources to maximize services provided to students and families.

With the support of the data platform designed by New Visions for Community Schools, individualized student dashboards and reports will be created weekly to help align our attendance and academic improvement initiatives. These dashboards will help with correlating and aligning data from different databases containing attendance, grades and incidences. In addition to the alignment of these various data pieces, the dashboards will demonstrate trends developed over time and provide immediate indicators of changes in patterns and impact on students' trajectory towards successful completion of the school year.

In addition to the New Visions platform, P2L will continue evaluation of its programs in student mentoring and leadership development. For mentoring, P2L will use the New Visions platform to assist with isolating information on the high needs students it serves to monitor student progress within RISE and SBI. For the impact on staff development on student improvement, P2L will administer pre-post surveys to teachers that test for teachers' growth in specific EQ (emotional quotient) competencies areas trained in the SOAR and LIA professional development /training series. To capture the students' perspective of improves teacher-student relationship and self-efficacy, P2L will facilitate student focus groups. Rather than survey students, the focus groups will provide all students (k-5) with the opportunity to share their feelings and experiences about the programs, their teachers, and their own progress.

The questions in focus groups will cover a range of student experiences with teachers, mentors, counselors, administrators as well as instructors and volunteers from partnering organizations.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Administrators

P2L staff

Teachers

Parents

PD Materials

CBO partners (CFK, CAA, AFA, etc.)

Social workers and guidance counselors

Part 3c. Timeline for implementation and completion, including start and end dates.

September 2015 – June 2016

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Multiple literacy assessments including running records and phonics skills assessments and NYS test scores are used to identify students in RTI tiers 2 and 3 as measured by the IRLA.	Guided reading, individualized conferring, strategy groups in reading and writing, small group systematic multi-sensory phonics instruction	Small group instruction, 1:1, tutoring	During the school day and after school
Mathematics	Multiple math assessments including number sense and operations benchmark assessments, end of unit assessments and exemplars assessments and NYS test scores are used to identify students in RTI tiers 2 and 3 (Tier 3:0-50%; Tier 2 51-69%; Tier 1 70-100%)	Strategy groups, individualized instruction and conferring	Small group instruction, 1:1 conferring	During the school day and after school
Science	End of unit assessments and NYS test scores are used to identify students in RTI tiers 2 and 3.	Content area focus through literacy instruction	Small group instruction	During the school day
Social Studies	Multiple non-fiction literacy assessments including running records and phonics skills assessments, Expeditionary Learning writing samples are used to identify students in RTI tiers 2 and 3.	Content area focus through literacy instruction	Small group instruction	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified through teacher referrals, ODRs and other social-emotional data, observations, parent referrals, and PPT meetings designed to proactively support students and prevent the need for an IEP.	Alternative recess, girls' group, boys' group, social-emotional support groups, individual counseling, mediation, family services (CBO)	Small group, individual meetings, parent/child meetings	During the school day
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Section 9: 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.
<ol style="list-style-type: none"> 1. A school hiring committee has been created to ensure a highly qualified applicant is selected. They are interviewed by the team and asked a specific set of questions. If they pass the first round, they are invited to return for a demonstration lesson. After the demonstration lesson, the candidate meets with available team members to reflect on the lesson. The team ensures that all applicants hold the appropriate certification for the position before they are called for an interview. 2. Our HR director is contacted before all hires to ensure that candidates are highly qualified. 3. To retain HQ teachers, we ensure that our school celebrates and expects collaboration and continuous learning. As professionals, teachers find satisfaction in having peers who can serve as thinking partners and opportunities to develop their practice and push their own thinking. Opportunities for collaboration are built into our school schedule through common planning time and a flexible coverage schedule that enables teachers to visit each other’s classes. 4. To further develop their practice teachers receive focused and differentiated professional development. 5. Teachers’ professionalism is honored and encouraged as they choose professional development goals to pursue. 6. Increased parent involvement opportunities and CBO support for student needs will create a strong home-school partnership that will lead to a collaborative environment that ensures the retention and recruitment of highly qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>High Quality professional development is in alignment with PS 15’s SCEP goals and strategies. We firmly believe that all students can receive rigorous CCLS aligned instruction when teachers fully understand the content and can utilize effective instructional and pedagogical practices. To accomplish this, teachers participate in a myriad of professional development opportunities. To ensure consistency and thorough understanding of practices, the principal and/ or Assistant Principal participate in most professional development opportunities alongside teachers. In addition to school level PD, consultants specializing in key areas will support teachers alongside literacy and math coaches. In addition, P2L and district and Borough resources will be utilized to provide additional professional development for teachers, paraprofessionals, guidance counselors, and administrators.</p>

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Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
To provide a smooth transition to elementary school, we demystify kindergarten and build pleasant anticipation by planning visits and joint class activities. A favorite activity is to invite kindergarten students to be interviewed in the PreK classroom. Our social worker conducts parent workshops and classroom tours to help families prepare. Pre-Kindergarten teachers participate in teacher team meetings to ensure a thorough understanding of kindergarten requirements to enable them to adequately prepare students. In addition, PreK participates in the school-wide Action 100 program whereby parents and children develop regular reading habits that are consistent with kindergarten expectations. In addition, all preK families receive a book entitled, Ready for Kindergarten!, by Deborah J. Stewart, MEd.

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.
PS 15 uses varied assessments to inform instruction, including assessment built into curricula, NYCDOE Periodic Assessments, NYS Assessments, MOSL assessments, and teacher created assessments. The process for choosing and/or developing assessments consists of administrator and teacher team discussions to evaluate the assessment, determine the type of information it provides and its usefulness, and the dependability of the data it provides. Teachers and administrators came to an agreement on the best forms of assessment to meet the needs of the students. Teachers participate in professional development topics such as how to analyze data and how to use the data to inform instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	109,343	x	Section 5: Rigorous Instruction, part 5B, p.17 Supportive Environment, part 5b, p.22 Collaborative Teachers, part 5B, p.28 Effective School Leadership, part 5B, p.32 Strong Family and Community Ties, part 5b, p.37 Section 6: ELT, part 5B, p.41
Title I School Improvement 1003(a)	Federal	16,979	x	Section 5: Rigorous Instruction, part 5B, p.17
Title I Priority and Focus School Improvement Funds	Federal	41,138	x	Section 5:

				<p>Rigorous Instruction, part 5B, p.17</p> <p>Supportive Environment, part 5b, p.22</p> <p>Collaborative Teachers, part 5B, p.28</p> <p>Strong Family and Community Ties, part 5b, p.37</p> <p>Section 6: ELT, part 5B, p.41</p>
Title II, Part A	Federal			n/a
Title III, Part A	Federal			n/a
Title III, Immigrant	Federal			n/a
Tax Levy (FSF)	Local	1,239,969	x	<p>Section 5:</p> <p>Rigorous Instruction, part 5B, p.17</p> <p>Supportive Environment, part 5b, p.22</p> <p>Collaborative Teachers, part 5B, p.28</p> <p>Strong Family and Community Ties, part 5b, p.37</p> <p>Section 6: ELT, part 5B, p.41</p>

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP 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) PS15 – The Roberto Clemente School

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. **PS15**, 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. **PS15** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (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.

PS15 School-Parent Compact (SPC)

PS 15 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

2. Parent/Guardian Responsibilities:

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

3. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 01	Borough Manhattan	School Number 15
School Name Roberto Clemente Elementary School		

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 Irene Sanchez	Assistant Principal Laura Salmon
Coach -	Coach -
ENL (English as a New Language)/Bilingual Teacher	School Counselor Francis Solis
Teacher/Subject Area -	Parent Christina Hernandez
Teacher/Subject Area -	Parent Coordinator Lanette Murphy
Related-Service Provider -	Borough Field Support Center Staff Member -
Superintendent -	Other (Name and Title) -

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	162	Total number of ELLs	16	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	16	0	5	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	4	3	1	2	1	1								0
Chinese	1	1		1										0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)	3	2				1								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)			1		1									0
Expanding (Advanced)	2	2	1	3										0
Commanding (Proficient)			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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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	0	0	0	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			2		1									0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Fountas & Pinnel and the Action100 IRLA are used to determine independent and instructional reading levels. Fountas & Pinnel is administered at the beginning and end of year, and the IRLA is used continuously throughout the year. These assessment instruments provide information about reading accuracy, fluency and comprehension that are immediately used for intervention and/or acceleration of learning. IRLA data is available online, and allows for tracking of student progress across school years.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the 2015 NYSESLAT data, 3 students tested out of ELL status but will continue to receive support for the next 2 years. 3 students made noteworthy progress, advancing from beginning to expanding (2) and transitioning (1). 4 students remained at the same level and will receive extra support in the coming year to ensure they progress as much as their peers. Overall, these test results indicate a strong program and we will continue to implement our successful strategies. In addition, more time will be devoted to reading comprehension, drawing conclusions, writing and task completion strategies to ensure our students are college and career ready.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool is used to target instruction for ELL students. Based on our 2015 NYSESLAT results, the students did not meet their AMAO targets. According to the data, student scored lower in listening and speaking in 2015 than in 2014. The same is true for writing for 83% of students who took the exam in 2014 and 2015. The ENL teacher will focus instruction on speaking and writing.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

P.S. 15 does not use the ELL Periodic Assessment, but we do use other methods to assess our students. Running records are used to determine independent reading levels based on Fountas and Pinnell (F&P) classification system. Assessment results include information about reading accuracy, oral reading fluency, and comprehension. Students' writing development is measured through a running record of writing tasks, and this is assessed weekly.

With the American Reading Company Program (100 Book Challenge), continuous formative assessment results in action plans for each individual student. Student progress is monitored weekly including benchmark data that correlates to their individual goals. Data also includes students' strengths, weaknesses, progress over time and progress compared to goals. Our data indicates three main areas of need: vocabulary development, decoding/automaticity and strategic reading comprehension. P.S.15 ELL students are always given the option to have state exams in their home language.

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*](#).]

PS 15 delivers Tier 1 classroom-based high quality instruction for all students with differentiation to meet the needs of ELLs and other students. Continual formative assessment in ELA ensures that growth and achievement over time is tracked. This data is accessible to teachers through an online database as well as on a data wall in the principal's office. A math data wall also shows achievement and progress over time and is continuously updated using curriculum-embedded unit assessments. When assessment indicates that student achievement is below expected levels, actions plans are created and students are scheduled for Tier 2 support. Tier 2 students are seen individually or in small groups with focused learning targets. Sessions take place at least twice per conferring cycle. The extra support typically takes place in the classroom, but can also include pull-out services. If progress continues to be delayed, students qualify for Tier 3 support, which is more intensive. Tier 3 students are seen three times within a conferring cycle. Tier 2 and Tier 3 instruction takes into consideration ELLs' language needs and relies upon research-based intervention strategies.

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

A licensed TESOL Teacher provides ESL instruction at P.S. 15. This instructor is well trained on the pedagogy and language acquisition needs for this diverse group of students. Instruction strategies include using a thematic or skills based curriculum approach, along with Total Physical Response, paired reading, cooperative learning activities, graphic organizers, story dramatization, role playing, puppetry and word work. The workshop reading and writing model is used with necessary scaffolding. Reading in content area of math, science and social studies is a strong focus especially in grades fourth and fifth. Expeditionary Learning Units are further explored in ESL to build background for the students and provide scaffolding to meet their needs. In all grades accountable talk is utilized to give students more opportunities to speak, thereby increasing their vocabulary. The ESL teacher models academic language and uses various scaffolding strategies so that the students' language proficiency grows more complex. This allows students to gain confidence in reading and writing.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

At this time PS 15 does not have a dual language program.

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

We evaluate the success of our ENL program by the yearly NYSESLAT scores, state test scores, 100 Book Challenge levels and steps, F&P reading levels, oral participation and pre and post on-demand writing samples, unit content and vocabulary/spelling assessments. The success of parent involvement is measured by parent participation rates in activities such as: field trips, workshops and meetings

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.

ELLs are identified by the following: First, as every new student enrolls in the public school system for the first time or is returning to NYCPS, their parents are required to fill out the Home Language Identification Survey. The HLIS is provided to the parents and the students in their native language and is administered by the ENL teacher. Interpreters are provided to parents who need translations. In addition to the HLIS, if the home language may be a language other than English, the ENL teacher interviews the student and parent before determining the home language. All HLIS are reviewed and signed by the ENL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the NYSETELL within the first ten days of enrollment. The NYSETELL is scanned into ATS. If the student falls below the cut score of the NYSETELL and their home language is Spanish, they are administered the Spanish LAB. If a child enters the school with an IEP and the HLIS indicates a possible home language other than English, the LPT is called in to evaluate the student and determine the language needs.

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).

Paste response to question here:

As of the current 2015-2016 school year all students that are indicated to have a home language other than English by the HLIS and an individual interview are administered the Academic Language and Literacy Diagnostic (ALLD). In addition, the teachers carefully monitor all new students that enter the school. New students must also submit a report card from their former school. If this information provides evidence that the student may be SIFE, then the student is given the ALLD.

The SIFE identification process begins when the HLIS is completed, as the parent indicates prior schooling. If the student has interrupted/inconsistent formal education and has attended school in the US for less than 12 months, they are given an oral questionnaire in which they are asked their personal and language information (name, DOB, age, language-learning history), family and home background, education history, current language use, and some personal opinion questions. Students with a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the LENS to measure the home language literacy skills they bring with them to NYC.

If a student is determined to be a SIFE, we indicate it in the BNDC no later than 30 days from enrollment. We reserve the right to modify SIFE status for up to one year. We also monitor SIFE NYSESLAT scores with the understanding that students will be removed from SIFE status when they reach the transitioning level.

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).

As part of the initial screening process parents are asked if their child has an IEP. If there is a known existing IEP, the LPT meets with the parents. In the meeting, the team gathers evidence and work samples from the student to assess their needs. The student and the parents are also interviewed to determine the home language. A qualified interpreter or translator of the language the parent best understands is present at each meeting. At PS15 we have multiple bilingual English/Spanish and English/Mandarin faculty members. We also have a bilingual English/Cantonese member of faculty. We use DOE translation services for language needs that cannot be met by members of our staff. This interaction also helps the teacher screen for a possible learning disability. If a learning disability is suspected, then the child’s background is fully analyzed before the NYSETELL is given. The Language Proficiency Team is made up of the following: Wesley Moody, Jr. - ENL teacher, Sara Cooper- Speech Pathologist, Latoya Morris- Special Education teacher, Laura Salmon, Assistant Principal, and the parent. The LPT uses the Appendix of EPRG for SIFE identification.

Based on the evidence, the LPT determines if the students has second language acquisition needs or if the student's disability is the determinant factor affecting demonstration of English proficiency. A recommendation to not take the NYSITELL is sent to the principal for review. The principal must accept or eject this recommendation. If the principal rejects the recommendation, the student is immediately administered the NYSITELL. If the principal accepts the recommendation, it is sent to the superintendent for a final decision. The timeline to accept or reject the recommendation is 20 days. Parents are informed of the decision in their preferred home language within 3 school days.

The final decision is made by the superintendent who has 10 school days to accept or reject the LPT’s recommendation. If they determine the student should take the NYSITELL, we administer it within 5 school days. The LPT NYSITELL Determination Form is

completed and placed in the student's cumulative file.

Our LPT does not make determinations on special education classification or eligibility for services. That is done by the CSE.

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

The RLAT report from ATS shows which students qualify for services and which students do not qualify. Entitlement and non-entitlement letters are distributed according to this list. Dated letters in the requested home language are sent home with the students. Copies of these letters are saved. Parents of entitled children are also called to set up an appointment for orientation.

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).

During the parent orientation parents are informed of the program options NYC offers ENL students. Also, during this meeting parents are informed they have the right to contest this service within 45 days of enrollment. A formal letter is also given to the parents in their preferred home language explaining their rights. A signed and dated copy of this letter is saved at the school.

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.

Parents of new students who are identified as ELLs are sent entitlement letters in their home language immediately following the identification. Parents of new ELLs are invited to attend a parent orientation. Parents sign and return a form to the ENL teacher, Wesley Moody, stating that they understand the need to attend a parent orientation and indicate if they are able to attend on the given date. If not, they are asked to provide a convenient time. To ensure that parents attend the parent orientation, the ENL teacher reaches out to the parents via phone call. For parents who do not attend the orientation, the ENL teacher meets with them individually to provide the information. At the orientation, parents view a video online explaining the different programs in their native language: Dual Language, Transitional Bilingual, or Freestanding ENL. They have an opportunity to speak with the ENL teacher to review information concerning the three programs to ensure they understand the differences.

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.

Parent survey and selection forms are sent home with the entitlement letter in the parents' preferred language following ELL identification. Parents are invited to review the form and complete it at PS15 after viewing the parent orientation video. The ENL teacher works closely with the parent to complete the form, answering questions related to language programs available in NYC. Translation services are provided if needed. Parents are advised to indicate the program they want for their child, even if they are aware that the program is not yet available at PS15. Parents are informed that dual language and TBE programs are created based on interest expressed on the program selection forms. If a parent chooses a program that is not yet available at PS15, we work closely with the parent to find a school in the area that offers their preferred program and we introduce the parent to schools that can accommodate their needs. Parents are never sent away from the school for choosing a language program that we do not yet offer.

Parent selection is entered into the ELPC screen in ATS immediately following selection. The original form is put in the student's cumulative file and copies are kept on file with the ENL teacher.

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

PS15 is a small school with a low number of ELLs. Most of the time parents come in for the parent orientation and have an individualized meeting with the ENL teacher at their convenience. At the end of the orientation parents are given the survey to fill out. The parents fill out the survey before they leave the orientation. The school also uses the chart from the EPIC toolkit to track all materials sent home to families. If selection forms have not been returned to the school by the time information must be entered into ATS, we indicate in that we reached out to families in their preferred language but did not receive a response.

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

Placement letters are generated in the parents' preferred language immediately after the parents sign the survey. This is done by the ENL coordinator. The letters are then taken to the principal to be signed. The school saves a copy of the dated placement letter, and

the original is placed into the student's take home folder. A copy of the letter is also sent to the home through certified mail with a tracking receipt.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teacher is responsible for generating all letters in the preferred home language. The HLIS, parent survey, entitlement/non-entitlement, placement and any other communication with the parents is copied and saved in a compliance binder and in the student's cumulative folder.
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.

At the end of the school year, students who are ELLs, as determined by the NYSETELL and the previous year's NYSESLAT results are administered the NYSESLAT. The RLAT is used to ensure all enrolled students are tested. The ENL teacher creates a checklist for each section of the test and assigns a test date for each student for each section. Letters in preferred home languages are sent home explaining the NYSESLAT and the testing dates. Students are pulled out of their classes by grade level to take the reading, writing, and listening sections of the test. The speaking section of the exam is given one-on-one by the ENL teacher and is scored by a teacher that does not teach the students ENL or ELA.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teacher is responsible for distributing all letters in the parents' preferred home language. Copies of the dated letters are saved in a compliance binder and the student's cumulative folder. The original is placed in the student's home folder.

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).

NYC Public Schools offer three programs for students identified as ELLs: Dual Language, Transitional Bilingual and Freestanding ENL. In 2013 six students were determined to be entitled to English language services. Of these students, five have a home language of Spanish and one has a home language of Chinese. In 2014 four students were determined to be entitled to these services. These students have a home language of Spanish. These students are enrolled in the Freestanding ENL program offered at P.S. 15 based on their parents' choice. In 2015, seven students have been identified as ELLs. Five have a home language of Spanish and two have a home language of Mandarin. No parents have expressed interest in dual language or TBE programs. Parents are confident in our program and want their child to continue to attend P.S. 15. At this time the ENL numbers are not large enough to create a bilingual program. In the event that there are enough parents requesting a specific program, then we will provide that program of choice. In past years parents have overwhelmingly chosen the Free Standing ENL program. Parents are made aware of other school sites that offer dual language and bilingual programs. If a parent is adamant about having his/her child in a bilingual program, and the school does not have a sufficient number of students with the same home language and in the same or across two contiguous grades, the request is sent to ELLProgramTransfers@schools.nyc.gov and we work with the parent to ensure they find a school that meets their needs.

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.

The ENL program will meet all mandates of CR-154. Entering and Emerging students will receive 180 minutes of Stand-Alone ENL provided by the certified ESOL teacher and 180 minutes of Integrated ENL provided by the ESOL and the Common Branch teacher. Transitioning students will receive 90 minutes of Integrated service provided by the ESOL teacher and the Common Branch teacher. They will also receive 90 minutes of Stand-Alone ENL service provided by the ESOL teacher. Expanding students will receive 180 minutes of Integrated service provided by the ESOL teacher and the Common Branch teacher. All Commanding students will receive 90 minutes of Integrated Service provided by the ESOL teacher and the Common Branch teacher. All Integrated ENL will be heterogeneous groups within the same grade level. All Stand Alone ENL groups will be homogenous, but will only include two consecutive grade levels.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

The ENL program will meet all mandates of CR-154. Entering and Emerging students will receive 180 minutes of Stand-Alone ENL provided by the certified ESOL teacher and 180 minutes of Integrated ENL provided by the ESOL and the Common Branch teacher. Transitioning students will receive 90 minutes of Integrated service provided by the ESOL teacher and the Common Branch teacher. They will also receive 90 minutes of Stand-Alone ENL service provided by the ESOL teacher. Expanding students will receive 180 minutes of Integrated service provided by the ESOL teacher and the Common Branch teacher. All Commanding students will receive 90 minutes of Integrated Service provided by the ESOL teacher and the Common Branch teacher. Since there is only a Free-Standing ENL program, 25 percent of support time will be used for HLA in the Entering and Emerging. HLA will still be used in the higher proficiency levels, but to an even lesser degree.

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.

The Integrated ENL will be taught through the SIOP model. The ESOL and the Common Branch teacher will collaboratively lesson plan to meet the needs of all the students in the classroom. The ESOL teacher will provide the scaffolds to meet the needs of the ELLs during the lesson. This could include any of the following: adapted readings, words glossaries in their home language, descriptive charts, translations and visuals. The ESOL and the Common Branch teacher will deliver the lesson as a team. The ESOL teacher will use the Stand-Alone ENL time to deliver explicit instruction based on the Common Core Language Standards and the needs of the students and will base these lessons on the content learned in class.

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

Children that are identified to have Spanish as a home language and qualify for services are also given the Spanish-LAB. Throughout the school year 25 percent of service time is spent on HLA. Translations and interpretations are used in the classroom to assist the ELLs.

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

There are multiple steps taken to appropriately evaluate each of the four modalities throughout the year. Running records such as reading response journals provide authentic documentation to evaluate how the students are using what they have learned in their writing. Reading comprehension is also checked through the reading response journals. Progress in reading is evaluated through the American Reading Company. The students' reading levels are measured by a reading tool called the IRLA, and specific reading tasks are assigned based on skill level. Then levels are assessed throughout the year through reading conferences. During discussions in the classroom the teacher carefully tracks the questions and comments made by the students to evaluate speaking and listening. The ESOL teacher also created assessments in all four modalities to evaluate progress within the four modalities. These assessments are given periodically throughout the year.

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

Paste response to questions here:

a.Sife

To meet the needs of SIFE students PS15 builds a supportive environment that responds to the social, cultural and linguistic needs of all students. In the classroom lessons are taught through the SIOP model. This helps to build on their prior knowledge and provides scaffolds throughout the lesson. The classrooms are also print rich environments with lots of visuals, while new vocabulary is slowly introduced. Students are lead through a hand-on learning experience so that the students are physically involved in their learning. Students are given many chances to communicate through whatever means they feel comfortable: speaking, drawing, acting, miming or hand gestures. Students are also encouraged to communicate in their preferred language with any staff and students who also know that language

b. Newcomer

Newcomers are also met with a supportive environment that meets the students' social, cultural and linguistic needs. Newcomers will receive 180 minutes of Integrated service following the SIOP model. The home language and visuals will be incorporated into the lessons. New students will be paired with a buddy to ensure a positive social adjustment. Newcomers will also receive 180 minutes of Stand-Alone ENL. This service time will focus on teaching the fundamentals: foundations, vocabulary and simple sentence structures. A large portion of the service time will be spent on building oral language.

c.Developing

Developing students will receive a combination of Integrated and Stand-Alone service. Building oral language will continue to be a focus. There will also be an emphasis on speaking, asking and answering questions. The complexity of the language will gradually increase as the students' levels also increase. Interpretations will be used when needed to allow students to think at higher cognitive levels even if they can't yet communicate in English at the same level.

d. Long Term

To meet the needs of Long Term ELLs a full evaluation of the student will take place. Data on the student will be collected and evaluated by the ESOL and classroom teacher. IEPs, state test scores and running records will all be assessed to see where the students are struggling and determine the needs of the students. The ESOL teacher and the classroom teacher will create an action plan together to help the students succeed.

e. Former Ells up to two years after existing ELL status

Former ELLs will receive Integrated service. The ESOL teacher and the classroom teacher will plan together and co-teach to ensure the needs of the students are being met. Running records will be assessed to make sure the students are progressing on track.

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.

Since PS 15 is a small school with a low number of ELLs, the teachers closely monitor all students. The re-identification process will not interfere with the student's class routine. This process will be used to accurately identify the students, but throughout this process the student's individual needs will always be met

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?

PS 15 uses many instructional strategies to provide access to content for our ELLs. Content word walls, videos, photos, manipulatives, Social Studies through the arts, bilingual textbooks (math), and picture dictionaries are used in classrooms to scaffold content. Teachers also use graphic organizers and sentence frames to allow students to organize and produce language pertaining to content.

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?

Chart

All students at PS15 with an IEP are placed in an ICT classroom. This setting allows them to have both a special education teacher and the common branch teacher. The teachers collaborate to meet the needs of the students. Each student's IEP is carefully read and taken into consideration during the planning process. The classroom teachers also collaborate with the Speech Therapist, OT and ESOL teacher so that the group can act as a team to meet the needs of the student. Interventions might include: focused work on skills including reading comprehension, decoding, writing, and math skills. Wilson is used with certain students.

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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

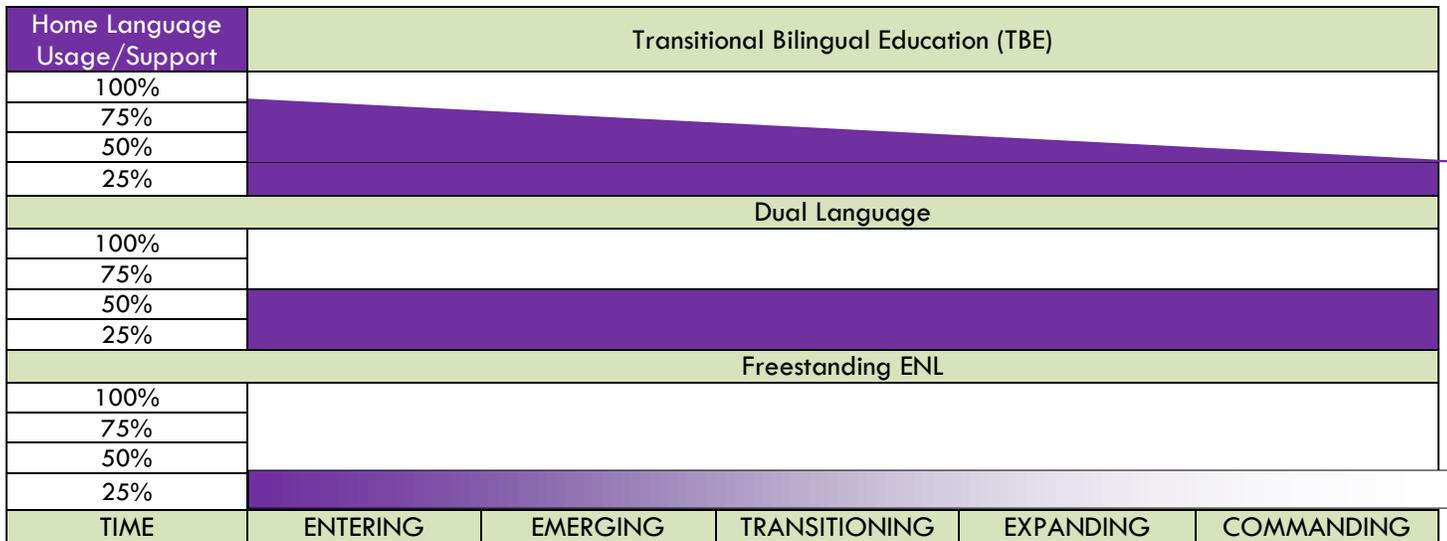


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

ELLs who are required to take the ELA exams will receive small group instruction to prepare for the test format. Instruction will be driven to encompass reading comprehension skills and writing mechanics, as well as test-taking strategies to prepare students for state exams. All ELLs and former ELLs from the previous two years will receive Integrated ENL in content areas. All ELLs in Entering, Emerging, and Transitioning levels will also receive Stand-Alone ENL instruction.

Teachers work in inquiry groups based on grade level. Many ELLs are chosen to be involved as a focused intervention. Each grade level picks a different inquiry, which may be related to math-based writing, reading, Foundations, or vocabulary skills. Teachers share their inquiries and findings at school wide inquiry group meetings.

Extended learning time is provided everyday for in Literacy and Mathematics and Enrichment programs, which focuses on developing foundational skills in literacy, writing, and math. It is offered to all students across the grade levels.

Speech-Language therapy is an intervention program used at PS 15 and citywide. Speech—Language therapy is provided to both ELL students and native English speakers. Most mandate speech students at PS 15 receive therapy 2-3 times a week for 30-minute sessions. Speech—Language therapy targets all modes of communication. Some of the skills addressed in Speech—Language therapy include speaking, articulation, listening, auditory comprehension, and interpersonal communication, use of meaningful gestures, reading and writing. Some ELL students are entitled to Speech—Language therapy in their native language. Mandated language for Speech—Language therapy is always indicated on the student's IEP. As of September 2011, all PS 15 speech students receive therapy in English. Speech—Language therapy for ELL students tends to vary based on native language proficiency, age/grade level and underlying disability.

Several of our students, including ELLs, receive counseling from a bilingual guidance counselor who supports them with emotional and behavioral problems. Intervention is provided to those at risk of failing. Counseling is provided to both students and family members by a social worker and a school psychologist. We express high expectations for these students.

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

We use targeted intervention to meet the needs of transitional students reaching proficiency on the NYSESLAT. Foundations targets students needing decoding skills. Classroom teachers keep portfolios for each student to see growth. Students use personal word dictionaries and the word wall. Students are encouraged to attend after school tutoring in math to enhance and extend math strategies and improve test-taking skills. They also continue to receive ELL testing accommodations for two years after reaching proficiency. Native Language resources are available in the classroom and the ESL teacher continues to work closely with the classroom teachers to monitor progress.

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

The school is in the process of implementing many changes. This year the school is using the Teacher's College Reading and Writing program for all grades. In addition, the Kindergarten marks the beginning of the school's transitioning into a Renzulli School. This year reading comprehension and writing is a focus in the ESL program. Upper grade students are required to write an essay for the ELA and the NYSESLAT. We have seen from past scores that the reading and writing modalities are the areas where the students are not meeting proficient levels. To close this gap the focus will be on building oral language comprehension, increasing critical thinking, reading comprehension, vocabulary and writing skills. For the lower grades building oral language comprehension, language analysis skills such as phonemic awareness, syllable counting and rhyming will be seamlessly integrated into the curriculum.

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

To meet the requirements outlined in CR-154 the school will no longer just offer pull-out ENL service. All ELLs and former ELLs from the previous two years will receive Integrated ENL service. All Entering, Emerging, and Transitioning will also receive Stand-Alone ENL in addition to Integrated ENL service.

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

The Language Access Coordinator has implemented a plan to meet the translations needs for the LEP families at the school. All staff is given an action plan which includes: a list of all LEP families and their preferred language of communication, list of bilingual staff members, links to print notes home in multiple languages, a service that translates letters home and a contact for over the phone translations.

All school programs are announced through multiple mediums. Head teachers inform students in the classrooms. Letters are sent home to the parents and translations are provided for all those that request communication in another language besides English. All programs are also announced on the school website and sent out to emails through school blasts.

The ENL teacher is available after school hours most days for those ELLs who want extra tutoring. ELLs also receive additional support through extended learning time 5 days a week. Reading materials in first languages are available for afterschool free reading.

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 are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available. Native Language materials are provided to students, who are literate in their native language.

Foundations is used in the lower grades to teach pronunciation, phonics, and spelling. TCWRP, 100 Book Challenge, FOSS Science and the Terc Investigations Math program are used in all classrooms as standard curriculum. The 100 book challenge provides extensive materials including individual skills cards for each child, incentives for extending time for on-task reading, and highly targeted action planning and instruction.

The computer lab and library provide teachers access to a variety of programs and materials. The Smartboard Notebook program provides visual aids and interactive learning to ELLs. All classrooms have Smartboards. Students have access to various applications on iPads to support teaching and learning. Reading A-Z provides teacher resources to find books on the level of each child. In addition, all students have access to MyOn, an online database of reading books at all levels.

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

PS 15 is using a Free-standing ENL program where students receive instruction 99% of the time in English. The ENL teacher could use Spanish with some low-level ELLs to guide understanding, but generally native language is reserved for newcomers and beginners to allow them to feel comfortable in a new environment. Books are provided in native languages in the library and the classroom for ELLs. Picture dictionaries and dual language dictionaries are also available for ELLs as a reference.

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

The RLAT report from ATS provides the grade level and proficiency level of every ELL. All teachers of ELLs will be given the test scores so that they are aware of the proficiency levels. ELL students receive Integrated service according to their grade level. The amount of service is mandated by the student's English proficiency level. The ESOL and the classroom teachers design their lessons using the SIOP model. Every lesson will have a content objective and a language objective. The teachers work together to add in the scaffolds for the different levels of ELLs and SWD. The ESOL teacher analyzes the four modalities of the NYSESLAT to determine where each student needs additional support. Targeted intervention is provided during the Stand-Alone ENL time.

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).

If available, the ENL teacher or the Parent Coordinator assists newly enrolled students by giving tours of the building and if possible introduces the students to their new teacher. Parent meeting are available with the Parent Coordinator to answer any questions the students or parents may have. Once school starts, the ELL students join the newcomer group to learn about the school. Native language resources are distributed to their classrooms and a listening center is put in their classrooms. There is a Back to School BBQ that all families are invited to attend. This night is a nice, informal way for families to connect and have an informal introduction to the teachers. Curriculum night in September is also a good way for parents and students to sit down with each teacher to discuss programming.

19. What language electives are offered to ELLs?

PS 15 is a primary school and therefore does not offer language electives. All classes are offered in English. Students receive technology, science, and gym outside of their regular scheduled classroom time as well as various arts classes such as dance, music, visual arts, and theatre that intergrate the curriculum in the classes. Some mandated ENL students receive Speech-Language Therapy, OT and/or counseling.

20. For schools with dual language programs:

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

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.)

The ENL teacher attends monthly meetings that are run by an English Language Learners Specialist. A large portion of these meetings is devoted to assessing the alignment of ENL teacher's curriculum to the common core standards. This specialist is in constant contact with the ENL teacher providing even more dates for professional developments through the DOE. The Office of DELLS also offers opportunities for professional development. In addition to ELL PD, the ENL teacher participates in content areas PD with all classroom teachers every Monday and Tuesday morning which include topics on Universal Design for Learning, CCSS, Questioning and Discussion Techniques, and Enhancing Rigor in the Classroom. He will also participate in Renzulli training throughout the school year. In addition, PD is provided on Social-Emotional learning through SOAR, a PD offered by P2L that helps teachers identify their own triggers and emotions in order to better support students.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teacher works with three teachers that serve as mentors for him. Together, they review curricular plans and discuss the alignment with the CCSS. In addition, every Monday and Tuesday morning the ENL teacher participates in PD with all classroom teachers and PD is offered on the CCSS. The ENL teacher meets with classroom teachers at meetings and has open communication about student progress through email and sharing documents and assessments. The staff of PS15, including the principal, classroom teachers and paraprofessionals are invited to attend ENL professional developments. Professional development is conducted by the ENL teacher at PS15 on how to provide effective scaffolding for ELLs, and on how to differentiate instruction to align with students' prior knowledge and/or learning and language needs. Together teachers gather information from test samples to align instruction based on the required skills for their level. All staff members at PS15 meet for inquiry once a week. In addition to these weekly meetings, all staff members including the guidance counselors and the parent coordinator attend professional developments in. A primary focus of these meetings is to evaluate our methods of teaching according to the standards. Teachers are encouraged to attend offsite workshops provided by the UFT, TESOL and BETAC. All staff members including guidance counselors and the parent coordinator attend all professional developments. Lastly, the ENL teacher participates in teacher teams designed to identify CCSS within our curriculum and determine what students must know and understand in order to produce the outcomes listed in the CCSS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In the fall ELL parents receive information in their home language on choices for Middle Schools in their neighborhood. They are also ushered to Middle School Fairs held in the evenings. Our Spanish speaking Guidance Counselor and Chinese Paraprofessional visit the fifth grade classes, informing the students of the importance of going to these fairs and encourage them to persuade their parents to attend the fairs at various schools. On a specific evening we escort parents from PS15 to a Middle School Fair. Translators accompany the group. This all happens before applications are due for Middle Schools.

Each May, students receive a notice of acceptance to one of the schools of their choice. Letters are sent in the parents' preferred language. At the end of the year, we encourage our students to visit the school where they received their acceptance. Many times the fifth grade teachers arrange a group visit.

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.

To meet the mandate of 50% of PD be ELL related, the ESOL teacher is encouraged to attend professional development outside of the school. Professional development is offered through the ELL specialists, The Office of DELLS and the NYSTESOL. The ESOL teacher, classroom teachers and administration work together to find what areas classroom teachers need assistance meeting the needs of ELLs. The ESOL teacher then creates and leads professional development based on the school's need to ensure all staff meets the 15% requirement. A reflection form is filled out for each PD. Every teacher has a PD binder to store these forms, and a copy is placed in a binder in the main office. Teachers also use the PD form from the state to track hours.

C. Parental Involvement

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

The ESOL teacher arranges to meet with all parents of ELLs for a meeting to discuss individual progress. Parents are invited to come in for a meeting by phone. The ESOL teacher uses a team of fellow teachers to act as interpreters. If a parent is unreachable by phone, then a translated letter is sent home. If there is still no response, then a letter with a return receipt is mailed. The ESOL teacher uses the chart from the EPIC toolkit to track all meetings and communications with ELL parents. Since PS15 has a small ELL population the ESOL teacher is able to regularly reach out to the parents to report progress during the Wednesday Parent Involvement time too.

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

Paste response here:

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

P.S. 15 has a welcoming parent coordinator, a parent resource room and a PTA room where parent are encouraged to use the computers and find information on local services. Up-to-date school information is posted online so that parents are aware of what is happening in our school and what their choices are with regard to various programs offered at P.S. 15 and in their community. Parents are encouraged to visit classrooms and share their cultures through songs and food. P.S. 15 to visit classrooms and share their cultures through songs and food. P.S. 15 has parent volunteers who help the Parent Coordinator with activities such as "Blessings in a Backpack." The PTA currently has about 26 active parents, and the school is committed to increasing that number during the 2015-2016 school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Because PS 15 is the neediest school among all New York City elementary and middle schools, we relentlessly seek out opportunities to provide rich and varied experiences for our children. We are an amazing community for cultivating partnerships and reaching out to private organizations and donors to acquire much needed resources for instruction and the social emotional well-being of our students. Teachers have formed a grants committee, and in addition, many individuals continually reach out through DonorsChoose and Adopt-a-Classroom.

Our partnerships include:

CAA

- Up to 15 volunteers read with kindergartners before school every other Wednesday
- Annual contribution of \$20,000 which supports our purchase Action 100 materials necessary for instruction
- Teacher appreciation luncheon and cards

Provides support to families in temporary housing by:

- Providing book bags, complete with school supplies
- Serving Thanksgiving dinner along with PS15 staff
- Halloween excursion to the CAA office
- Holiday gifts

LEAP

- Content area literacy learning through expressive and visual arts in grades 3-5
- PD for teachers in active learning techniques and the integration of arts into content area

The Leadership Program

- Provide an array of parent workshops

Bide-a-wee Reading to Dogs,

- Serves reluctant readers with therapy dog for reading engagement

Arts for All

- Literacy learning through expressive and visual arts in grades K-2
- PD for teachers in active learning techniques and the integration of arts into

NYU Dental

- Dental exams, cleaning and sealant

New York Downtown Hospital

- Kress Vision Program – free eye examinations

Blessings in a Backpack

- Weekend food to families

Asphalt Green REP

- REP Recess enhancement – all students are coached in team sports and sportsmanship during recess
- Waterproofing program – all second graders learn how to swim in a year-long program

NYU America Reads

- College work-study volunteers provide individual student support within classrooms

Get Ready To Learn Yoga

- Professional development and audio visual materials for implementation of classroom yoga program to provide students with the calm alertness to prepare them for optimal learning

Mark DeGarmo Dancers

- Dance and movement afterschool and daytime enrichment

Ramapo PD

- Professional development on behavior management and strategies for student engagement

TAH (Teaching American History)

- PD for 4th grade teachers to make history come alive

Rosie's Kids

- Theatre for Grade 5 students

PENCIL

- Connects private sector companies with public schools to support them with their goals

Jewish Board.

- Provides an on-site social worker to work with students and a network of physicians for follow-up when needed.

Healthy Generation

- Provides PD on ways to improve overall health for the school community
- Serves as a networking source for CBO who provide healthy programs. For example, Healthy Generation connected PS 15 to Swim for Life and Move to Improve

PS 15 applied for and was awarded a Change for Kids partnership. This five-year commitment brings major new initiatives in arts programming to our school as well as beautification and much-needed supplies. Change for Kids assigns a coordinator for on-site work to ensure that new initiatives complement and enhance the programs and partnerships we already have in place in addition to developing and implementing new programs in music and art that will be sustainable for the long term. 2014-2015 programming includes music class for all grades, Children's' Museum of the Arts partnership with kindergarten, and Story Pirates writing workshops and performances in 2nd through 5th grade.

This year we plan to continue to have family gatherings and dinners including a holiday dinner, game night and arts night. PS15 also offers many opportunities to talk with the principal and staff. once a month the school has LES (Learning, Eating, and Sharing) in the morning during first period. Here, parents can ask questions or raise concerns about the school, talk with the principal and observe a lesson in the classroom. Parent orientation is also given to parents of new ELL students so they understand the process

and choose the program that best suits them.

We distribute information through monthly newsletters and flyers. Translation money is used to translate flyers into Spanish and Mandarin. In addition, translators also assist the school nurse and families by providing translation regarding medical information.

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

The parent coordinator uses many methods to evaluate the needs of the parents. The school sends home surveys on a variety of topics including domestic violence, homelessness, health, education needs and job resources. At the beginning of the school year, an environment survey and needs survey are sent home to parents. In this way, we can see what our parents need to make home life better for their children including books for home or school uniforms. The parent coordinator is also always available to assess and support the needs of the parents. Her cell phone number is distributed and she is accessible to all parents 24 hours a day. She accompanies many parents to special services when they request specific help.

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

Our parent involvement activities address the needs of the parents by providing information fairs and information where services can be obtained in the neighborhood regarding many different topics such as health care, GED classes, parent workshops and after school care. The school holds a "Meet the Teacher" night in September where parents can come ask questions about the school and its programs. "Learning, Eating, Sharing" mornings are provided each month so parents can go into the classroom and experience what their child is doing on a daily basis. The school also holds "Art, Game, and Movie" nights so parents have the opportunity to engage in the community along with their children.

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: PS15		School DBN: 01M015	
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)
Irene Sanchez	Principal		11/5/15
Laura Salmon	Assistant Principal		11/5/15
La'Nette Murphy	Parent Coordinator		11/5/15
Wesley Moody Jr.	ENL/Bilingual Teacher		11/5/15
Christina Hernandez	Parent		11/5/15
	Teacher/Subject Area		11/5/15
	Teacher/Subject Area		11/5/15
	Coach		
	Coach		
	School Counselor		11/5/15
	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: **01M015** School Name: **Roberto Clemente Elementary School**
Superintendent: **D. Phillips**

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.learn DOE.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 PS15, during the registration process for new students, special care is taken to ascertain what language parents would like to communicate with the school in, both orally and in writing. This information is recorded on the HLIS and on student emergency contact cards and it is input in ATS. Preferred language is recorded for all adults that the school may be in contact with concerning a student (grandparents, aunt, uncle, etc.) In addition, communication between the parent coordinator, the language access coordinator and families also provide more information to ensure all families' needs are met.

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.

According to the RAPL report in ATS, 25 parents at PS15 prefer to receive oral communication in Spanish and 26 prefer written communication in Spanish. Additionally, 4 prefer oral communication in Chinese (Mandarin) and 4 prefer written communication in Mandarin.

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.)

In September, the school disseminates the annual handbook, emergency blue cards and curriculum night information. Throughout the year the school sends out notifications reminding families of vacations and half days. Teachers send monthly newsletters to parents. Parents are invited to come into the school for parent-teacher conferences. Letters are sent home in the spring to make parents aware of upcoming state testing.

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.

PS 15 will have three parent-teacher conferences and one curriculum night. The ENL teacher will have additional one-on-one meetings with all ELL parents to discuss academic growth and needs. The attendance monitor calls home to check on children that are absent. Teachers use the parent involvement time to call, text, or email parents and discuss the student's academic performance. Guidance Counselors call home to discuss incidents and social-emotional needs. Parents will come in for IEP meetings.

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 DOE documents to be distributed will be printed in Spanish and Chinese from the DOE website. Teachers have been trained on printing all templates needed for school specific materials in preferred languages. Teachers will also use in school personnel (school secretary, paraprofessionals, and family worker) as well as the T and I Unit to translate all school materials that could not be found in the templates. All student specific materials will be translated by our multilingual staff during parent involvement time or will be paid per diem. Staff from community based programs will also be utilized to provide translations.

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.

P.S. 15 has many multilingual staff members that can meet the interpretation needs of our families. The LAC assigns an interpreter for all meetings between teachers and parents. Every effort is made to use the same interpreter for the family in order to foster a trusting relationship. Multilingual staff is also always available in the main office.

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.)

In order to inform the school community of translation and interpretation needs all staff are given a packet including the following: explanation of the role of the LAC, a list of all parents with communication needs and preferred languages, guidelines for interpretations and translations, links to interpreted materials and the T and I Unit, T & I brochure, Language Palm Cards, Language ID Guide, a list of multilingual staff members and information on over the phone translations.

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

Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services is fulfilled by providing families with paper copies of the Parents' Bill of Rights, Achieve NYC Guide and the Parent Guide to Language Access in their preferred language. The Language Access Coordinator receives the welcoming poster and language guides for security and ensures everything is in place.

Part F: Monitoring and Quality Control

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

The Language Access Coordinator has created a parent survey that has been translated to gather feedback from parents on the quality and availability of the services. Parents will fill out this survey each time they come in for a meeting. Also, periodically throughout the year another translated survey will be sent home to gather feedback on the quality of translated documents being sent home.