

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q015

School Name:

P.S. 015 JACKIE ROBINSON

Principal:

ANTONIO K'TORI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Jackie Robinson School School Number (DBN): 29Q015
Pre-K through Fifth
Grades Served: _____
School Address: 121-15 Lucas Street; Springfield Gardens NY 11413
718-525-1670 Phone Number: _____ Fax: 718-723-7613
Antonio K'Tori School Contact Person: _____ Email Address: aktori@schools.nyc.gov
Principal: Antonio K'Tori
Joseph Attzs
UFT Chapter Leader: _____
Diedre Dunlap
Parents' Association President: _____
Susan Chapman
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ayodele Alabi
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
222-14 Jamaica Avenue; Room 217; Queens Village, NY 11428
Superintendent's Office Address: _____
LMurray3@schools.nyc.gov
Superintendent's Email Address: _____
(718) 264-3146 x 217 Phone Number: _____ Fax: (718) 264-3148

Borough Field Support Center (BFSC)

BFSC: Queens BFSC Director: Marlene Wilks
82-01 Rockaway Boulevard; South Ozone, NY 11416
Director's Office Address: _____
MWilks@schools.nyc.gov
Director's Email Address: _____

Phone Number: 917-520-6743

Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Renee Holstein	*Principal or Designee	
Joseph Attzs	*UFT Chapter Leader or Designee	
Deidre Dunlap	*PA/PTA President or Designated Co-President	
Ursula Ragnooth	DC 37 Representative (staff), if applicable	
Ayodele Alabi	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susan Chapman	Member/UFT	
Eileen Truzzolino	Member/UFT	
Onicia Whittaker Matthew	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maurice O. Jackson	Member/Parent	
Renita Jackson	Member/Parent	
Debran Celestine	Member/ Parent	
Eva Holmes Legrier	Member/ UFT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 15Q, The Jackie Robinson School, is a small and cozy elementary school with 423 students from pre-kindergarten through grade 5. The school population comprises of 93.6% Black, 4.96% Hispanic, .70% Asian and .23% White students. The student body includes 2% English Language Learners and 11% Instructional support students. Boys account for 48.5% of the students enrolled and girls account for 51.5%. The average attendance rate for the year 2013-2014 was 93.81%.

Our school also receives Title 1 funding with 66.2% eligibility.

While managing the academic curriculum we foster a true learning and working environment. Our vision and mission below should provide a snapshot of our dedication to instruction of all students.

VISION

To foster lifelong learning for students and adults, whereby the arts, sports and sciences become part of a seamless, learner-centered educational process. The accomplishment of which will be through a strict culture of high social expectations and high academic rigor. Pride and confidence in faculty, staff and students will promote excellence and positive pupil outcomes. Each graduating class shall be concretely prepared to successfully attack the academic requirements of middle school and beyond.

MISSION

- To align learning with individual student's needs and ability through differentiation of instruction.
- To align teaching on the upper grades with individual teacher's strength and passion.
- To foster "all around" respect of all stakeholders and our institution of learning.
- To provide early intervention in all areas of learning for at-risk students.
- To avail early intervention and professional development for at-risk faculty and staff.
- To provide all in our school community with a safe, secure and positive environment where all children can learn and adults can work.
- To recognize and develop the special gifts and talents in all students.

Our school is a special place where parents, teachers, nutritionists, school safety, building managers (school aides), paraprofessionals, custodial staff, health aides and the administration come together to provide quality education and a better social environment for children – overall a better life for children. We have managed to move the thinking and the motivation of, almost, the entire school community to a height where all stakeholders are focused on greater achievement in students' outcomes.

We have recognized that we must continue to drive our students to mastery in all areas of learning. The entire school community is extremely motivated to work towards improving the school culture and academic rigor for the school year 2015-2016.

What is distinctive about our school?

- New State-of-the Arts Science Lab
- Four (4) Mobile Labs
- Two (2) computer labs in need of upgrades
- A fantastic auditorium that we use often for special programs for students and staff
- Special extravagant Evening Performances for parents and family members showcasing our students' talents.
- Instrumental Music Program
- Talent and Sports Programs
- A Saturday and Holiday Advantage and Target 4Xcellence School for all upper grade students
- Availability of data
- Virtues of the Month-for Character Education
- College and Career Awareness Program
- Girls and Boys Program
- School trips which include Broadway plays, Washington DC, Albany, etc.
- Free After School Program

An aura of professionalism and determination between the administration and faculty permeate our school. The teachers and staff members feel they can turn to colleagues and/or an administrator for support, advice, and encouragement. The talent and arts component brings a new level of expectations for all stakeholders, especially the children. Their ability to travel to their talent area alone without incident elevates their self-esteem and boosts confidence. We provide a united learning environment enabling our students to develop strong leadership skills. The future is now; we are committed to better educate all children.

29Q015 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	424	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	72.0%	% Attendance Rate		93.8%
% Free Lunch	74.1%	% Reduced Lunch		11.1%
% Limited English Proficient	1.5%	% Students with Disabilities		10.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		90.7%
% Hispanic or Latino	5.7%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.4%	Mathematics Performance at levels 3 & 4		36.9%
Science Performance at levels 3 & 4 (4th Grade)	77.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The school implements rigorous, balanced curricula that reflects the expectations of the Common Core Learning Standards and that challenges and engages all students.

Based on our last Quality Review, funding was spent to open a functioning school library, expand classroom libraries throughout the school to support the school’s literacy goals. We now have functioning school library utilized by the entire school. Character Development through the Arts and African American History classes are held daily in library. All students utilize the library to learn and research about their heritage in addition to borrowing book for enjoyment.

As per the Citywide Instructional Expectations, we have been focusing on all 22 components of the Danielson Framework to support and evaluate teaching and learning in the classroom.

Reflecting on last year’s observation ratings in Advance, a review of teacher goals and conversations with teachers during Initial Planning Conferences, we chose to work on 3b .

This year we are extending our work on planning higher-order questioning using Blooms Taxonomy to emphasize student engagement where students are taking an active role in classroom discussions and teachers stepping aside as the facilitator.

We are also supporting teachers with effective questioning techniques and classroom discussions, using Reciprocal Teaching and Questioning strategies throughout the 2015-2016school year. Teachers will focus on four comprehension strategies: Predicting, Questioning, Summarizing, and Clarifying to support priority component 3b: Using questioning and discussion techniques.

Part 2 – Annual Goal

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

By June 2016, 90% of all teachers will be rated as effective or highly effective in Domain 3b: Using Questioning and Discussion Techniques as per Danielson’s component as opposed 2014-2015 school year with 75% of teachers rated effective of highly effective. This goal will be monitored through on-going lesson snap shots in all content areas, professional development, and informal and formal observations using the Advance Evaluation System for teachers. All teachers will be able to monitor their progress using the Danielson rubric for component 3b and be provided with immediate teacher feedback based on observation

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will receive on-going teacher professional development throughout the 2015-2016 provided by the administration, BFSC, peers, Pearson Staff Developers, and other outside staff developers to support the teachers and varied leveled learners in our school with implementing rigorous instruction across the curriculum.</p>	<p>All staff members</p>	<p>September 2015-2016</p>	<ul style="list-style-type: none"> • Administration • School Leadership Team • Pearson • BFSC
<p>By June 2016, 50% of students in grades Pre-k through 5, including students with disabilities (SWD), and English Language Learners (ELL) will increase in reading fluency and reading comprehension by at least one reading level by means of RTI. Based on needs, students will receive on-going intervention services, At-Risk services, and push-in /pull out services by scaffolding instruction based on needs.</p> <p>By June 2016, 50% of students in grades Pre-K through 5 will pass the NYSESLAT.</p> <p>All ESL/ELL students will be progress monitored 3x a year based on the NYCELL Learners Assessment.</p> <p>All at risk and high risk students will be progress monitored using several assessment tools: Amplify, MCLASS, Baseline and benchmark assessments, teacher generated assessments, and Performance Based Assessments throughout the school year.</p>	<p>At Risk Students, High Risk Students, ESL/ELL Students</p>	<p>September 2015-2016</p>	<ul style="list-style-type: none"> • Administration • ESL Specialist • SETTSS Support • IEP Facilitator • School Based Support Team
<p>Throughout the school year 2015-2016, parents will be invited to participate in on-going workshops: Unpacking and Understanding the Common Core Standards, Curriculum Expectations by grade, and how to support</p>	<ul style="list-style-type: none"> • Staff members • Specialists 	<p>September 2015-2016</p>	<ul style="list-style-type: none"> • Administration

<p>their children for the 2016 ELA, math, and science state testing.</p> <p>School personnel will be used to translate for ESL/ELL parents and caretakers during PTC, meetings, and workshops.</p>	<ul style="list-style-type: none"> • Administration • BFSC <ul style="list-style-type: none"> • Outside staff developers 		<ul style="list-style-type: none"> • School Leadership Team. • BFSC • Instructional Specialist
<p>Ongoing professional development, trainings, and collaboration amongst the teachers, the administration, the students, the parents and our staff will support us in maintaining trusting and respectful relationships for the school year 2015-2016 so that we can effectively teach and elevate our standards.</p>	<ul style="list-style-type: none"> • Staff members • Specialists • Administration • BFSC • Outside staff developers • Parents • School Community • Children 	<p>September 2015-2016</p>	<ul style="list-style-type: none"> • Administration • School Leadership Team • BFSC • UFT

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>BFSC</p> <p>Per Session activities</p> <p>Personnel</p>										
<p>Part 4b. 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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Our outside staff developers from the BFSC as well as Pearson ReadyGEN Staff Developers will be supporting the progress monitoring of all teachers monthly. Teachers will receive observation feedback and next steps. The administration will also be observing teachers at least 6 times informally throughout the 2015-2016 based on the Danielson’s Framework to support the progress of effective teacher questioning strategies and discussion techniques.</p>

All students will be progress monitored by their classroom teachers and specialists using several assessment tools: Amplify, MCLASS, Baseline and benchmark assessments, teacher generated assessments, and Performance Based Assessments. Testing will occur throughout the 2015-2016 school year.

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

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

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

Part 1 – Needs Assessment

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

Based on our NYC School Survey 2014-2015, 96% percent of all parents feel that their children are safe at our school and that there are adults whom their children can trust and will go to for help with a problem. Our school culture is family orientated. Students feel safe both in and around the school building, and while they travel to and from home. The administration and staff members work closely with all students and their caregivers in making sure they have a safe and supportive school environment. We will continue to address safety in the school and make sure that all staff members are provided on-going professional development.

Part 2 – Annual Goal

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

By June 2016, 90% of all parents feel that PS15Q is a safe and supportive learning environment for their children. This goal will be measured by the Parent School Environment Survey and percentage of OORS reports pertaining to safety.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Training on anti-bullying program through professional development.</p> <p>CAPP (Child Abuse Prevention Program) will continue to present an effective Child Safety Workshop to our Grade 3 students. CAPP uses life-size puppets to teach children to recognize, resist, and report physical and sexual abuse. The simplicity and elegance of the Workshop allows the message to resonate in a highly effective and age-appropriate way.</p>	<p>All Students</p> <p>Grade 3 Students</p>	<p>September 2015 to June 2016</p> <p>Spring 2016</p>	<ul style="list-style-type: none"> • Administration • Guidance Counselor • CAPP • Guidance Counselor • Teachers
<p>Training on Respect for All and TCIS through professional developments</p>	<p>All Students</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administration • Guidance Counselor
<p>Monthly school safety meetings</p>	<p>School Safety Team</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administration
<p>Character-development Read Alouds: Each month there will be a book selected school-wide focusing on one character virtue. Teachers will be responsible for reading, teaching, and responding to the virtue each month.</p>	<p>All Students</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administration • Instructional Specialist • Classroom

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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Professional Development</p> <p>Books</p> <p>After School Activities for Students</p>

Per Session Personnel
 Special Daytime Assemblies

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

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

Part 5 – Progress Monitoring

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

By January 2016, the School Safety Team will review the number of safety referrals submitted to the office by parents and staff members. The guidance counselor will collect exit slips and reflections after each safety programs provided to the children to be reviewed by our safety committee for reflections and next steps.

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

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

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

Part 1 – Needs Assessment

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

Based on our last Quality Review, our instructional specialists, academic intervention service providers support teachers through push-in and pull-out programs, collaborative team teaching inclusion classes, and an English language Specialist who pushes-in pulls-out students in all academic subjects. New and veteran teachers are been paired up with mentors to receive both in house and outside support to improve the teaching and learning in the classroom.

Peer collaboration is on-going as teachers meet 2-3 times a week during common preparation periods in addition to weekly after school hours to plan lesson, reflect on their practice, and analyze student data. The majority of teachers eat lunch with colleagues reflecting on student achievement and classroom instruction. Teachers count on colleagues for sharing best practices through book club reflections, intervisitations, mentorship, turn-keying of professional learning experiences to workshops attended. All staff members were provided with professional development prior to the opening of school in August 2015 receiving training rate. All staff members will receive on-going professional development during the school 2015-2016 school year during the school day, after school, and compensated on weekends. Teachers will receive on-going resources to elevate their practice in order increase student outcomes.

Part 2 – Annual Goal

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

By June of 2016, 95% of all teachers and instructional specialists will be collaborating with grade members to improve teacher practice, classroom instruction, and student achievement during their common planning period and during weekly professional development afterschool. Teachers and specialists will meet twice a week to share best practices in order to improve the performance of all students based on MOSL and the NYS assessment tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development will be meaningful and differentiated based on the needs and wants of the teachers, specialists, and paraprofessionals.</p>	<p>All teachers and staff members</p>	<p>September 2015- June 2016</p>	<ul style="list-style-type: none"> • Administration • MOSL Committee • Staff Members • BFSC • Pearson Staff Developers • Outside Staff Developers.
<p>Implementation of RTI, SETTSS, Push-In/Pull-Out programs, ELL/ESL Specialists, and additional personnel members will support the struggling students.</p>	<p>Instructional Specialists. SETTSS teacher IEP Facilitator ELL/ESL Specialist</p>	<p>September 2015- June 2016</p>	<p>Administration</p>
<p>Holiday and Saturday School will be provided to all students in grades 3-5 for small group ELA and math instruction.</p>	<p>PS 15Q teachers and specialists Outside personnel</p>	<p>November 2015 – April 2016</p>	<ul style="list-style-type: none"> • Administration • Teachers
<p>School-Wide monitoring of all Pre K – 5 students (Amplify) in order to track students the students who are at risk, on level, and above level in both ELA and math</p>	<p>All teachers and specialist</p>	<p>September 2015- June 2016</p>	<ul style="list-style-type: none"> • Administration • Specialists

Part 4 – Budget and Resource Alignment

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

Per Session allowance for professional development offered during non-school attendance time.

Data specialist team compensation for per session (collect and analyze data)

Substitute allocation due to scheduling adjustments when teachers attend workshops and outside visitations to other school to improve their teaching and learning.

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

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

Part 5 – Progress Monitoring

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

By January 2016, all teachers will use their MOSL results, Amplify testing and on-going progress monitoring of students, in addition to Baseline Assessments to track the progress of all students.

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

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

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

Part 1 – Needs Assessment

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

As per our 2014 – 2015 Quality review, the school leadership communicates clear expectations to staff and families while supporting students to reach their full academic and social potential leading to increased student outcomes. (3.4) The principal regularly discusses the importance of being role models for students and the primacy of excellence daily over the speaker system, biweekly newsletters, and morning student discussions in the auditorium to address areas of concern.

Based on the findings of our 2014 – 2015 QR, teachers acknowledge the consistent communication of the high expectations and promotion of professionalism. Parents unanimously agree that the school communicates high expectations for their children and ways to support their children at home. Based on our 2014 – 2015 School Progress Report, 92 % of our parents strongly agreed that our school encourages parents to participate in their child’s education.

Based on the findings from the QR and 2014 – 2015 Progress Report School Survey Report 63% of parents strongly agreed that they would recommend this school to other parents. 33% of our parents agreed that they would recommend our school to other parents.

We will strive to have 10% increase of our parents to strongly agree that they would recommend our school to other parents by the close of the 2015-2016 school year.

Part 2 – Annual Goal

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

By June 2016, we will have 95% of all our parents feel comfortable in recommending our school to other parents. This will be measured by parent surveys, the 2015-2016 School Survey Report, and the 2015-2016 Quality Report.

The principal will continue to communicate with the parents, staff members, and community in promoting our school vision. The school leaders will place a high priority on the quality of teaching, professional development, and teacher effectiveness through the use of the Danielson’s framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administration will communicate with all staff members the school’s vision, mission, instructional focus, and citywide expectations during staff meetings and on-going professional development.</p>	<p>All Staff Members</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Administration • Advance Team
<p>Administration will meet one-to-one with each staff member at least twice a year discussing the school vision and their learning goals for the school year.</p>	<p>All Staff Members</p>	<p>2015-2016</p>	<p>Administration</p>
<p>Parents will be offered on-going workshops on how to support their children with the CCSL and rigorous instruction taking place in the classroom. Workshops will be available based on parent time requests (After school and on weekends)</p>	<ul style="list-style-type: none"> • Specialists • Classroom teachers • Parents 	<p>2015-2016</p>	<p>Administration</p>
<p>Teachers will receive on-going differentiated professional on the Danielson’s Framework to improve teacher practice based on the needs of the teachers.</p>	<p>All Staff Members</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Administration • BFSC • Outside Staff Developers • Advance Team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>BFSC support to locate good/effective outside staff developers, teacher per sessions, funding team meetings and materials.</p>

Scheduled of 80 minutes of professional development after school on Monday and Tuesday mornings will be implemented.

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

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

Part 5 – Progress Monitoring

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

By February 2016, we will expect to see 20% increase in parents supporting our school and understanding our school vision based on the findings from the 2014-2015 Quality Review and 2014-2015 PR Survey Report by providing on-going parent workshops and PTA functions.

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

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

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

Part 1 – Needs Assessment

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

As indicated on the 2014 – 2015 NYC School Survey Report, only 3 percent of our parents never attended any of our parent-teacher conferences. 80% of our parents have attended at least 3 or more meetings with their children’s teachers during the school year to discuss the academic performance of their child.

77 percent of our parents attended our November 2014 parent-teacher conferences, which is consistent with the 2013-2014 School Survey Report results and the parent engagement findings from our 2013-2014 Quality Review.

We are looking for ways to expand parent PTA participation. We would like more active parent involvement moving the percentage of parents attending 3 to 4 times from 24% to 30 % based on the 2013-2014 survey reports.

Part 2 – Annual Goal

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

By January 2016, we have planned special programs and activities in cooperation with the PTA and the Parent Coordinator so that we are able to elevate more active parent involvement moving the percentage of parents who attend conferences 3 to 4 times a year from 24% to 30% or more based on the 2014-2015 survey reports. We intend to have a minimum of 3 to 5 % increase from 69% to 70 to 74% of parents attending all PTA conferences which will be measured on our 2015-2016 School Survey Report, PTA sign-in sheets, and 2015-2016 Quality Review.

1. By January 2016, there will be more active engagement programs to facilitate more parent participation in our school and school programs. This will prove to be an increase of 5-10%.

2. By January 2016, the parents will increase participation by attending more grade level specific meetings which will be measure via PTA sign-in sheets, the school survey and 2015-2016 Quality Review.

3. By June 2016, a STEM Night will be implemented to include families as more actively involved with mathematics and sciences during an evening program which will be measured with the STEM sign in sheet and parent evaluation form.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Active parent engagement will include training parents in improvements related to Science, Technology, Engineering and Math. Programs will be grade-level specific and include learning leaders.</p>	<p>Parents/Guardians Students Administrators Teacher Leaders</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • PTA • Administration • SLT Team • Teachers • Parent Leaders
<p>Learning Leaders programs implemented during Fall 2015 to support parents so that they will support their children academically.</p>	<p>Parents/Guardians Students</p>	<p>Fall 2015</p>	<ul style="list-style-type: none"> • PTA Members • Learning Leaders • Parent Coordinator • SLT Members
<p>Evening Support Programs for Parents</p>	<p>Parents Teachers Students</p>	<p>Spring 2016</p>	<ul style="list-style-type: none"> • SLT Team • Administration • Teachers • Parent Coordinator • PTA Members
<p>The Student of the Month will be honored and recognized during the monthly PTA meetings. PTA workshops, evening events, and sporting activities</p>	<p>Working parents Non-Working parents</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Administration • Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Salary to support parent coordinator. Additional funding for school events, set building, props, costumes and personnel.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
The Parent Coordinator along with the SLT and PTA will work together in reviewing the monthly PTA attendance in addition to parent feedback.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>We have implemented several reading intervention programs and strategies in grades Pre K-5 which focus on assisting struggling readers, reluctant readers, avoidance readers, and ELL's by engaging our students in the study of literature and language.</p> <p>All students in grades Pre K-5 use Readworks to support the ELA Balanced Literacy Program. Readworks is embedded into our Balanced Literacy Program to support independent practice, differentiation of instruction, and differentiation of text complexity. ReadWorks provides teachers with a variety of additional informational and non-fiction text selections to be use in class as well as for homework during our 100-minute literacy blocks to support the varied leveled readers in each classroom.</p> <p>Students in grades Pre-K to 2 implement Foundations to support</p>	<p>Balance Literacy Program</p> <ul style="list-style-type: none"> ● Read Alouds ● Word Work ● Word Analysis ● Foundations ● Generative Vocabulary Instruction ● Implementation of Content-rich nonfiction and informational text. ● Strategies to use for supporting text evidence ● Strategies to use to ask, answer, and form arguments based ● Readingbear.com – Reading intervention program. ● Turtle Diary – Reading intervention ● Study Zone – ELA Enrichment 	<p>Whole Group</p> <p>Small group</p> <p>Centers</p> <p>Guided Reading</p> <p>Push-in/Pull out</p> <p>Individual</p> <p>Individual</p>	<p>During the school day, Saturday and Holiday School</p> <p>As needed.</p> <p>As needed.</p>

	<p>all students with the phonic component of the Balanced Literacy Program. This program is a specialized language program for children with reading/language difficulties that are taught in whole and small group settings in addition to being reinforced in centers.</p> <p>Teachers also use the ReadyGEN phonics routines which support all learners in phonemic awareness, decoding of words, phonics sounds/spelling, and wordwork instruction using non-fiction and informational text.</p> <p>Students in grades 3-5 use Word Analysis and Generative Vocabulary to support all students. Word-analysis instruction is explicit and systematic. Students learn word-study skills in isolation and in context. All skills and strategies are practice, applied, and spiraled throughout the year. The generative vocabulary approach builds on the tier concept by providing teachers with a method for identifying the most important Tier 2 and Tier 3 words to teach in a text. These are words that contain both the content and conceptual knowledge needed to understand the text at hand and that provide opportunities for teaching how words and</p>	<ul style="list-style-type: none"> • Literacy Coach – Practical Ideas for Teaching the New State Standards • Khan Academy.Org • Flocabulary • Achieve the Cone.org – Support for English Language Learners • Motivation ELA 		
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	<p>language function within different text types, subjects, and context.</p> <p>Students in grades 3-5 (including our special education and ELLs population) are given an opportunity to attend our ELA Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test. Students work in small class sizes, less than 10, with one teacher. This program is geared to prepare the students for the NYS ELA exam in April 2016 .</p>			
<p>Mathematics</p>	<p>All Pre K-5 students take math benchmark assessment test administered in September, January, and in May to aid in grouping of Pre K-2 using Amplify (Computer assessment program) which is administered one-on-one with the classroom teacher. Classroom teachers are responsible for disaggregating the data, planning for differentiated instruction, and communicating with</p>	<p>Motivation Math, Finish Line, Go Math, Amplify, and Think Central, will be used to reteach skills and strategies based on specific Common Core Shifts in Math and Major Cluster Domains :</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking 	<p>Small Group Push- In Programs Pull-out Programs SETTS Individual</p>	<p>During the School day After School Programs Saturday and Holiday School As needed.</p>

	<p>parents/caretakers data results.</p> <p>Based on the student's performance results, students are grouped according to varied instructional level based on specific skills administered. Teachers and administrators will continue to use the data to differentiate instruction and for plan flexible grouping.</p> <p>All students will be progressed monitored every 2-3 weeks throughout each testing period to drive instruction. Teachers will use different types of formative and summative assessments to monitor the varied leveled learners (Unit Test, Chapter Tests, PBA's, Teacher test, Baseline assessments, etc.)</p> <p>Students in grades 3-5 (including our special education and ELLs population) are given an opportunity to attend our Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test using the</p>	<ul style="list-style-type: none"> • Number and Operations , and Fractions, • Measurement and Data. • Math Tutor Program -- Intervention Program 		
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	<p>mathematics instructional materials from Empire State Mathematics and Motivation Math from November through May 2016. Our students are provided with specific math strand material from the Finish Line Series as a way of supporting our students in mastering the New York State Mathematics Strands which can be translated into student success by meeting the state standards for their specific grade.</p>			
Science	<p>None in this area at this time. However, a focus of Science through Reading is in place to keep our young learners current in appropriate grade level Science.</p>		Whole Class; small group; science club	During the school day
Social Studies	<p>African American Cultures through the Arts: The course will engage students in African American Cultures through the Arts. Based on Common Core Standards, the academic focus will center on literature, writing and discussion through document based inquiry and questioning.</p>		Small group instruction and one to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At Risk Services provided by the Guidance Counselor: A Guidance Counselor's role is to observe a child's behavior. The Guidance Counselor will remove a child and speak with them quietly</p>		Small group instruction and one to one evaluations	During the school day

	<p>when necessary. In some cases, the Guidance Counselor will continue to see the child depending on the child's needs. Conflict resolutions are used when students have difficulties with others. Educational manipulatives and appropriate youth development games are used to support the instructional and social development of the whole child. If the Guidance Counselor feels that the child needs further evaluation, she will refer to the SAT (Social Worker/Psychologist) for observation. The Guidance Counselor is a member of</p> <p>the PPC (Pupil Personnel Committee).</p> <p>At Risk Services provided by the School Psychologist:</p> <p>All teachers are able to refer children if they believe the child demonstrates academic deficiencies and unusual behaviors. The psychologist is a member of the PPC. The psychologist conducts evaluations for referred students and determines eligibility for Special Education, making recommendations for services and ensures that all guaranteed procedural safeguards</p>			
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	<p>are provided to the parents.</p> <p>At Risk Services provided by the Speech & Language Therapist:</p> <p>At Risk Speech and Language Services is designed as an early intervention to prevent long-term academic failure. At risk students are identified early in order to prevent speech, language, and communication disorders from occurring. As soon as the data indicates that students are struggling to meet grade-level expectations the Speech Language Pathologist conducts an informal screening and in-class observation to examine five basic areas of communication: articulation, language, pragmatics, voice and fluency. High-quality interventions, indirect therapy, direct therapy are then provided to match the student's specific needs. Direct therapy is given either individually or in a group setting for thirty minutes twice a week. Indirect services are given to support the direct intervention by monitoring progress, offering curriculum support, consultation, and collaborating with the related service provider on a regular basis. The Speech Language Pathologist services the at-risk</p>			
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	<p>students in order to help them improve their academic performance and achieve academic progress. It is important to intervene early and provide appropriate interventions and supports in order to prevent learning and behavioral problems from becoming larger issues. The at-risk students are generally provided therapy for 2 months. Frequently these students make further improvements without enrolling in Special Education. If progress is limited, other interventions are considered.</p> <p>At Risk Services provided by the Occupational and Physical Therapist:</p> <p>The emphasis of school-based occupational and physical therapy is to help students access the academic environment and participate to the maximum extent possible in educationally related activities. Therapists are responsible for evaluating and treating students with disabilities, maintaining daily progress and attendance records, writing progress reports, attending IEP meetings, and recommending adaptive equipment, environmental accommodations, or assistive technology. In</p>			
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	<p>addition to these services provided to students on their caseloads, occupational and physical therapists work collaboratively with teachers and other school staff to serve the school community in a variety of ways. These include:</p> <ul style="list-style-type: none"> ● Participation in the Academic Intervention Team/Pupil Personnel Team ● Screenings/observations in classroom or other school environment ● Consultation with teachers to offer strategies and classroom recommendations for individual students or the whole class ● Attending meetings that support student programming (i.e. school meetings, parent meetings) ● Activities that support students in natural environments or general education curriculum (i.e. social skills groups, exercise groups, functional sensory motor groups, handwriting groups) ● Staff in-service and professional development (i.e. in-service to kindergarten teachers on developing fine motor centers) 			
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	<ul style="list-style-type: none"> ● Provide assistance in environment adaptations, acquiring, or modifying equipment or devices ● Linking parents to appropriate community-based resources ● Designing home exercise programs and related activities for carryover ● Supporting school compliance and data tracking <p>At Risk Health-related Services:</p> <p>All teachers and staff are required to pay keen attention to the children’s behaviors as they relate to possible mental or physical health. At the onset of any suspected weaknesses, the child is seen by the school nurse. If the school’s nurse identifies a situation in need of further professional attention, the parents are called for prompt discussion and proper referral.</p> <p>The school works closely with the “BETSA Foundation,” a community based organization that provides glasses, clothing and other support to our students and parents.</p>			
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	<p>Services Provided by the IEP Facilitator:</p> <p>The IEP Facilitator moves the agenda for the SAT. She confers and accepts requests for referrals from the classroom teacher and brings it to the attention of the Pupil Personnel Committee. As chairperson of the PPC, the IEP Facilitator prepares the agenda which includes discussion of the update of current cases, update of all intervention services, and presents new requests (from a teacher or parent). The IEP Facilitator documents and keeps the confidential files in order. The IEP Facilitator attends all initial evaluation meetings, determining goals from the social and academic history of the child. The IEP Facilitator is a co-teacher in integrated co-teaching classes three periods per day. She also insures that every child who is entitled to related services, receive them. The IEP Facilitator oversees all Annual Reviews completed on SESIS, ascertaining that the teacher has completed and finalized the meeting notice at least 7 days in advance, prepare for coverage so the teacher can attend the meeting, that the attendance sheet is uploaded and</p>			
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	<p>completed. The IEP Facilitator also ensures coverage for the teacher to attend the meeting. She also reviews the IEP for errors, finalizes the document and sends a copy home. The IEP Facilitator is also a Crisis Manager for Special Education students.</p>			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<p>The New York State Teacher Effectiveness Program is implemented to support teachers and administrators with supervision and instructional practice. Characteristics evident in a Highly Qualified Teacher include demonstrating organizational skills, enthusiasm (energy), an apparent love of children and teaching. A HQT has the ability to use wit and humor and is perceived by students as fair and approachable. A HQT displays self-confidence in front of a class: the teacher has control of the classroom and the students know who is in charge. A HQT is always prepared with the subject material and is always searching for and using, new methods to teach an old concept. Lessons are prepared, executed strongly, and can easily be adapted to fit the tone, environment, or mood of the class. The Highly Qualified Teacher takes pride in her work and always strives for excellence.</p> <p>In order to ensure that current staff becomes highly qualified, the teacher must execute several key areas of mastery, planning, and preparation.</p> <ul style="list-style-type: none"> • Teacher shows excellent communication skills • Promotes a safe and organized environment conducive to learning • Sets an example of good rapport for peers and students as well as parents • Has an accurate knowledge of the various disciplines • Can build a healthy teacher/school relationship (collaboration) • Recognizes and executes good pedagogue • Able to plan effective lessons to move instruction • Sets high standards for our learning community • Able to give meaningful assessments based on data

- Can manage a variety of different students
- Supports the needs of all students, faculty, and parents, as well as the community
- Checks and returns work in a timely fashion to children
- Enhance students' self esteem
- Incorporate critical thinking skills
- Include technology to move instruction
- Focus on student's motivation
- Teacher Effectiveness Workshops will be available for all administrators and teachers.
- Give students insight into careers.
- Attend workshops, professional growth and implements those strategies to help fellow staff members and students.

The Special Education Reform Act of 2012 constitutes that all students with IEP's who receive services such as Occupational Therapy and Physical Therapy, Speech or Counseling, Small Class, must be serviced in the school in which they are zoned. In some cases, when the school does not have the Special class or service in which the student should be placed, the school is mandated to provide that student with that service by any means necessary. Consequently, the Highly Qualified Teacher is a General Education Teacher who realizes what must be done and has the ability to incorporate the Special Education students' goals into her lessons. The teacher must be able to differentiate instruction to meet the needs of the Special Education student and provide that student with an equal opportunity learning opportunity.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The strategies and activities for high quality professional development for all teachers, specialists, and professional staff members are provided monthly after school during faculty conferences in addition to during after school hours. All staff members also are provided on-going lunch and learn professional development during the school year so that teachers can learn and collaborate in small group settings.

During the summer and throughout the school year, the administrative staff attends high quality professional development provided by the CSA organization in addition to on-going professional development at school sites and webinars.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Our Pre-K program provides a nurturing, stimulating, learning environment where young children can thrive. Our commitment is to help children achieve their full potential so that all students will smoothly transition to kindergarten. With the help of the administration, coaches, specialists, parent coordinator, social worker, and guidance counselor, we are meeting the individual needs of all our students in working on building on students' strengths. Based on the developmental level of each student, differentiation of instruction is implemented within the classroom through centers, small group instruction, and class lessons.

The Pre-K teacher and paraprofessional collaborates and works closely with all the kindergarten teachers in planning and implementing horizontal and vertical alignment of all common core e learning standards. Pre-K and Kindergarten Teachers have the opportunity to collaborate 2-3 times during weekly to common plan and discuss how they are implementing the curriculum into their classrooms. Portfolios and on-going student assessments are frequently discussed and reflected on so that academic and proper intervention student needs are addressed.

All Pre-K students eat lunch, have daily outdoor recreational times, and participate together in quarterly show presentations, holiday events, trips, classroom intervisitations and interactions in order to for Pre School children to become acclimated in PS15 School .

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee met during the summer, with representatives from the teaching, as well as the administrative staff, to select the assessments that would be used in teacher evaluation. Specific professional development on the use of formative and summative assessments, as well as the creation of effective teacher-made assessments, is addressed in our PD plan. The assessment process is that the teachers understand that assessment, analysis questions and data, provides students with feedback, and further assessment which lead to next steps and student growth. Teachers collaborate with the administration and their peers to discuss on-going data, progress monitoring, and next teaching steps. Teachers meet biweekly during common preps, grade meetings, faculty conferences, and professional development to discuss the assessments being used, analyzed data, look at student work, and provide the administrative team feedback and next steps needed in order to move the instruction.

Teachers differentiate their assessments based on their class and the different leveled learners in the classroom. Teachers use the most current quantitative and qualitative data regarding student performance trends and additional indicators listed below to properly assess the students.

ELA: Teachers use a variety of ELA testing materials to assess their students such as Baseline assessments, Ready Gen Performance Tasks, ReadWorks and textual analysis passages, Storytown assessments, teacher constructed ELA biweekly and unit tests based on skills and/or strategies taught, in addition to Think Central and Engage NY resources available on line. On-Going comprehension and skill assessment conducted using Amplify assessments 3x a year in addition to progress monitoring.

Math: Teachers collaborate using Go Math chapter tests, Unit tests, Performance Based Assessments, Critical Thinking Tasks, Teacher made quizzes, Think Central Website, Amplify Testing for beginning/middle/end of year testing and progress monitoring in addition to Base line testing.

Professional Development : Based on teacher requests, teacher data, and teacher observations and feedback, PS15Q provides on-going professional development to all teachers and specialists over the summer and throughout the school year. Professional Development sessions are held after school, on weekends, during faculty conferences, and grade conferences.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	197,915.00		
Title II, Part A	Federal	80,959.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,249,630.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS15Q The Jackie Robinson School]**, 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. **[PS15Q The Jackie Robinson School]** will support parents and families of Title I students by:

P.S. 15Q School Parental Involvement Policy

At P.S. 15Q, we believe that ongoing involvement of parents is very important to the success of our students' education. Our school creates and supports a strong parent-school partnership. We encourage parent volunteerism and plan meaningful activities in which parents and families may participate. P.S. 15Q is working with our BFSC, an organization that is committed to developing and maintaining strong programs of school, family and community partnerships. P.S.15Q will focus its programs and activities on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Through active pursuit of these six areas, P.S. 15Q will strive to create the best possible learning environment for its students. In reference to our BFSC uses research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. To create and support strong parent-school partnership, this policy will be revised annually.

Parent Orientation Open House Meeting is held annually at the beginning of each year. Two meetings are generally held - one for the lower grades (PreK-2) and the other for the upper grades (3-5). All parents are invited and encouraged to attend to be reintroduced to the school's vision and expectation. The purpose of the parent orientation open house meeting is to provide parents an opportunity to meet and greet the teachers, paraprofessionals, and additional support staff who will be working with the children. The parents will also sit with their child's teacher to understand the curriculum and social development for the entire school year. The teacher provides sample school books, the curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school PA/PTA is another way that parents get involved. Meetings are hosted once a month where parents convene to talk about their issues, concerns and recommendations, school progress, school activities, community activities, changes that affect parents regarding school legislations and plan activities for parents and children to socialize. We also have recognition of student achievements, parent conferences, Title 1 meetings and workshops. Additionally, we provide childcare, food, workshops, conferences and transportation which will be offered as needed to the extent feasible and possible, in order to eliminate potential barriers to parent involvement.

P.S. 15Q will engage parents with more community involvement via professional trainings offered to assist parents with the skills necessary to aid their children towards sustainability in the 21st Century. Parents will attend community education council meetings on a monthly basis. Parent leaders will inform the school's PTA regarding community information to keep an updated report on community events and collaborative efforts with supportive legislators.

Another way P.S. 15Q will involve parents more during the 2015-2016 school year will be to provide additional supports to strengthen academic tutoring programs such as AIS and homework help. Parents will learn to help children on the home front with homework checks completed daily after school. Additionally, parents will learn under the auspices of the school administration and teachers' support how to engage students more creatively with homework assistance.

P.S. 15Q will also provide parents with timely and pertinent information regarding parent involvement, their child's achievement and the school's performance. This will include, but is not limited to, the following:

- ♣ Yearly Title 1 and Curriculum Open House meeting
- ♣ School performance records and proficiency level expectations distributed at the beginning of each school year
- ♣ Written communication from teacher, including daily notes, weekly take-home folders, report cards and formal standardized test scores reports
- ♣ Oral communication from teacher including
 - o Phone contacts (goal: contacting 50% of population each grading period)
 - o Parent Teacher Conference opportunities (at least two opportunities per year)
 - o Interaction at after-school functions
 - o Text Messages
- ♣ PA/PTA meetings
- ♣ School Council meetings
- ♣ Parent Workshops
- ♣ Newsletters
- ♣ Monthly Calendars
- ♣ Posting upcoming events on outside marquee, school website
- ♣ Suggestions Survey distributed to all parents at the beginning of each year

♣ Timely responses to parents suggestions through telephone calls, notes and conferences

♣ Satisfaction Surveys distributed to all parents at the end of each year

Parents, through the annual Open House meeting and the P.S. 15Q Handbook, will be assisted in understanding the following: the National Education Goals, the State of New York's content standards and student performance standards, school improvement process (when applicable), the State of New York's assessments, the Schoolwide program, and Title I requirements. Translations will be provided to the extent possible, funded by Title I.

Ongoing Parents nights will provide opportunities for parents to participate in school related activities throughout the year. The Parent Coordinator will organize Parent Workshops, through which information will be distributed to parents on how to help improve their children's achievement in school. The topics of these workshops will include, but not limited to, literacy, math, science, computer security, financial planning, energy savings, and parenting. Materials and information regarding child development and school achievement will also be made available to parents through monthly newsletters and through the Parent Coordinator. Additionally, Parent as Leaders Program (Learning Leaders) training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Coordinator will attend monthly faculty meetings and will inform faculty of parent concerns and/or activities when appropriate. The Parent Coordinator will also distribute information which stresses the value and utility of parental contributions and involvement in school personnel. When appropriate, the Parent Coordinator will work to build partnership with organizations, businesses and other schools in the community. These partnerships will be informed in order to improve the involvement of the community in the school, through volunteer work or the donation of gifts, and the involvement of the school in the community.

The Parent Coordinator is an available resource to provide information and support to parents. Parents are made aware of the Parent Coordinator during the Annual Open House meeting and through the parent newsletter. The Parent Coordinator has on office compiled of an inventoried resource list of books, magazines, articles, videos and DVD.s. The resources include information on child achievement in the areas of math and literacy, child development, best practices of child rearing, effective ways for parents to get involved in the school, and current volunteer opportunities for parents. To the extent possible, resources will be provided in English, French and Spanish. The school, parents, and coordinator will develop a Parent-Teacher-Student Compact jointly. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards.

The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents and will be sent home with each student. Translations in other languages will be available as needed and the extent possible. The school will collect suggestions and comments from parents on an ongoing basis, through the beginning of the year parent interest surveys, ongoing parent workshop evaluations, and the end of the year Parent Satisfaction Survey. All data, comments and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, shall be revised annually. This information will be considered in the revision of the Parent Involvement policy and Parent Involvement Action Plan for the school. The school will provide timely responses and suggestions .

School-Parent Compact (SPC)

[PS15Q The Jackie Robinson School] , 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 and Assessments.

I. School Responsibilities

P.S. 15Q will:

- ♣ Provide high-quality learner-centered curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standardized tests .
- ♣ Hold parent-teacher conferences (at least twice for the school year) during which time the teacher will discuss the compact as it relates to the individual child's achievement. The conferences are normally held in November and March of the school year (one in the afternoon and the other in the evening to accommodate all parents).
- ♣ Provide parents with frequent reports on their children's progress orally and written.
- ♣ Provide parents reasonable access to their child's teacher and staff. Parents wishing to meet with their child's teacher should contact the teacher to arrange for an agreeable date and time.
- ♣ The school provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
- ♣ Parents are involved in the planning, review, and improvement of the school's parental involvement policy and the school-parent compact .
- ♣ Parents are also involved in any Schoolwide Program that the children are participating in.
- ♣ Hold an annual meeting to inform parents of the school's participation in Title I, Part A and to explain Title I. The meeting is normally convened at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible can attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- ♣ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ♣ Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ♣ On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ♣ Provide to each parent an individual student report about the performance of their child on the State assessment in Math, ELA, Social Studies and Science. This is normally on the Report Card that goes out in June.

♣ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I .

II. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways:

- ♣ See that my child attends school regularly and on time.
- ♣ Prepare my child with the necessary tools to achieve excellence in class.
- ♣ Provide a home environment that encourages my child to learn.
- ♣ Make sure that homework is completed daily and reviewed.
- ♣ Monitor the amount of television my child watches.
- ♣ My child will watch educational programs that help promote education.
- ♣ Communicate regularly with my child's teachers.
- ♣ Support the school in developing positive behaviors.
- ♣ Talk with my child about his/her school activities.
- ♣ Encourage my child to read at home and join the community library.
- ♣ Volunteer my time at school (inside and outside the classroom).
- ♣ Participate where appropriate, in decisions relating to my children's education.
- ♣ Promote positive use of my child's extracurricular time.
- ♣ Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- ♣ Serve to the extent possible on policy advisory groups, safety meetings, SLT, PA/PTA, Title I, Part A parent representative on the school's Parental Improvement Team, the Title I Parent Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.
- ♣ Provide additional resources helpful in supporting the school's vision.
- ♣ Bring your Father to School Day .

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ♣ Always try to do my best in my work and in my behavior.
- ♣ Get to school on time everyday
- ♣ Show respect for myself, my school, and other people.
- ♣ Be prepared for all challenging educational opportunities.
- ♣ Take pride in my school.
- ♣ Uniform dress code.
- ♣ Develop my critical and creative thinking skills.
- ♣ Complete my homework assignments in a timely manner.
- ♣ Study for all school assessments.
- ♣ Monitor my television time.
- ♣ Get to bed on time so that I get enough sleep for school the following day.
- ♣ Work cooperatively with my classmates.
- ♣ Read at least 30 minutes every day outside of school time.
- ♣ Give to my parent/guardian all notices and information received by me.
- ♣ Strive to be an exceptional student
- ♣ Always respect school property and keep it clean
- ♣ Leave cell phones, game devices, music players, toys and any other items of value at home.
- ♣ Keep your hands and your feet to yourself.
- ♣ Follow the Student Discipline Code .

IV. Teachers Responsibilities

As a teacher, I will:

- ♣ Provide parents reasonable access to me at a time and date convenient to both.
- ♣ Show respect for each child and his/her family.
- ♣ Provide parents with frequent reports on their children's progress.
- ♣ Provide an environment conducive to teaching and learning.

- ♣ Help each child grow to his/her potential.
- ♣ Provide high quality curriculum and instruction to assist students in learning the Common Core standards.
- ♣ Utilize student data to motivate instructional lessons.
- ♣ Enforce school and classroom rules fairly and consistently.
- ♣ Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- ♣ Seek ways to involve parents in the school program (volunteer, participate, observe).
- ♣ Demonstrate professional behavior and a positive attitude.
- ♣ Provide monthly notifications for classroom agendas.
- ♣ Inform parents of any issues and progress in a timely manner.
- ♣ Make sure students' portfolios are accurate and up to date.
- ♣ Develop students' social skills so they can function in a public setting.
- ♣ Minimize the achievement gap between the students.
- ♣ Demonstrate leadership as a role model for the students.
- ♣ Provide Common Core Workshops for parents

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 29	Borough Queens	School Number 15
School Name The Jackie Robinson 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 Antonio K'Tori	Assistant Principal Renee Holstein
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Avril Julian	School Counselor Eileen Truzzolino
Teacher/Subject Area Iyana Wilmott, Special Ed.	Parent
Teacher/Subject Area	Parent Coordinator Ms. Thomas
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Mr. Murray	Other (Name and Title) Eva Legrier - test coordinator

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	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 <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	451	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	5	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	1
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
DL										0
ENL	5	0	1	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
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1			2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1												0
French														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)	1													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)			1											0
Expanding (Advanced)		1				2								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				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									0
4	1		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		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.
Our school uses *Mclass* to assess reading levels of our students. These assessments are done three times a year- Beginning, Middle, and End of the year. We also use periodic standardized testing. The data from these test drives our instruction. The results are on *Aris* and the information is shared with other teachers and parents. In addition, grade-level and class test are given to ascertain the areas where the students would need additional help.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSITELL determines which type of instructional program the students will be placed in . All of our new students were qualified for the ENL services. They were identified as Beg and given the appropriate ENL units of study. Students are advancing on their proficiency. The NYSESLAT is showing annual improvement.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school uses the AMAO objectives in reviewing and analyzing students performance and provide training as to how to use the data to make informed decisions that are used towards academic achievement.
- 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?
 - We gave the students a sample test in their home language. They were not able to do it. Therefore, we tested them in English. These test are the most accurate way of assessing their progress .
 - The ELL students are constantly monitored, as are all students. The instructional planning is adjusted based on the data collected from fromal and informal assessments. School leadership has high expectaitons of all of the students including ELL students. It supports the Common Core Curriculum which leads to post secondary options, including college.
 - Through the periodic assessments the school learns the progression of the ELLs in ELA, and the idenitification of real-life objects and

activities. ELLs are encouraged to use their home language, because we don't want it to be forgotten. In addition, parts of their home language can assist them in learning English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Based on the data gathered and the progress monitoring, decisions are made about changes in goals, instruction, and services that the students will receive. All teachers working with the students will collaborate on the best plan to help these students achieve proficiency levels on the NYSESLAT.
6. How do you make sure that a student's new language development is considered in instructional decisions? Several strategies will be used. First, background knowledge will be built by previewing key concepts and challenging vocabulary. There will also be close interactive reading of the text, introduction to the material will be scaffolded, and collaborative discussions among teachers will take place to help the students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Goals are aimed towards achieving the proficiency levels on the NYSESLAT. The students' success is measured by their performance on periodic tests administered across ELA, Math, and other subjects. If the students are not meeting goals, further intervention is given.

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. At enrollment, the home language survey is administered to determine home language. If the home language is other than English, there is an informal interview with the student and parent, in their home language and in English. If the student speaks little or no English, the NYSITELL is administered within 10 school days of registration. If the student does not score at a proficient level, the student is placed in the free-standing ENL program.
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). To identify SIFE students, if the student is coming from a different school, we need to obtain the information from their old school. If the NYSITELL is obtained, then we test them with the NYSESLAT and the ELA state exam.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section). The LPT is formed, which includes the ENL teacher, the parent, the SpEd. teacher, assistant principal, speech teacher, and school psychologist. Then the team reviews his/her language development and determines if he/she takes the NYSITELL.
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. Letters and surveys are printed in the home language from the DOE site. Parents are asked to sign them when they view the videos. They are then given a copy. The letters are kept in a binder in a secure location. A copy is also put with the student's permanent record.
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). When parents are given the entitlement letter or continued entitlement letter, it is stated that parents have the right to request a change of the ELL program on behalf of their child. They are also given the option to change schools if the school their child is in does not have the program of their choice.
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.

If the home language is not English, the parents are shown the NYC Dept. of Education video in their home language to explain their options. They are told that our school only offers the freestanding ENL program. If they do not understand English, we use available staff who are fluent in the language to help explain this to them. We attempt to do this on the day of registration. If they are not available for the video on that day, then a meeting date is scheduled.

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.
The day that the video is shown to the parents, the parent surveys and selection forms will be given to them after the video is observed in their preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
There is a return by date on the bottom of the form. If parents do not return it by that date, they will be contacted. If the parent still does not return the form, the ELL will be placed in a default program that the school offers. This program is Freestanding English as a New Language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are printed in English and the home language of the parents from the DOE website, and distributed to the parents through the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are copied. One copy goes in the student's folder, in a secure location, and the other document goes in the student's permanent record.
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.
We look at the past scores on the ATS reports to determine if the students will take the NYSESLAT. Tests are ordered by the principal in the fall. The testing coordinator and the ENL teacher make sure that all steps of the exam are administered. Students are given tests under testing conditions. The test dates are posted. The students are tested in a quiet area. No one else is in the room except the students and two teachers. (The workshops offered by the DOE on administering the test are attended by staff members to ensure a thorough understanding of the test.)
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are printed in English and the home language of the parents from the DOE website, and distributed to the parents through the students.
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).
Parents have chosen the free-standing ENL program. We have a steady rate of ENL enrollment. We constantly monitor parent choice of programs.

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.
Program is provided in english emphasizing english language acquisition to heterogenous groups of mixed grades and proficiency levels. Native language support is also available whenever possible.
 - b. TBE program. *If applicable.*
Does not apply
 - c. DL program. *If applicable.*
Does not apply
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)?
If the students are beginners, the teacher pushes in or pulls out with the students and uses the time to teach english. The time is also used to introduce the grade and subject material to the students. Content area material is scaffolded for the students. When needed, material is also brought in their language to supplement instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Content material is delivered in English. Lessons are scaffolded for the students. We will provide bilingual glossaries. Extra vocabulary help will be given. We will work on scaffolding the common core for them.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Materials and tests are obtained and in the home languages and administered. If needed, screeneres will be called for testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Student monitoring is constantly done. Both oral and written evaluations are done. ELA and Math areas are assessed biweekly and reviewed for areas of help-needed and improvement.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. does not apply at this time.
 - b. These students are given extra time with ENL instruction and extra time to practice the oral language. Students are taught skills to help with reading and writing. Content area lessons will be scaffolded. They will be given extended time for testing.
 - c. These students will be identified. They will be tested to see why they have not tested out. The areas of "need" will be identified and intese instruction will be given to help them. they will receive additional support in the content areas.
 - d. Does not apply at this time.
the students will receive push-in and pullout services to ensure that they succeed with less ENL services.
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.
We make sure the student is remained in the classroom as they are being instructed while the necessary process is being addressed.
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?
Explicit instruction is used in comprehension strategies and text stuctures, building background knowledge, and helping ELLs connect with their prior knowledge. Diagrams (e.g, labeling the parts of a plant) or matching activities will be used.
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?
Does not apply at this time.

Chart

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

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

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

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



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

Chart

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

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

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

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

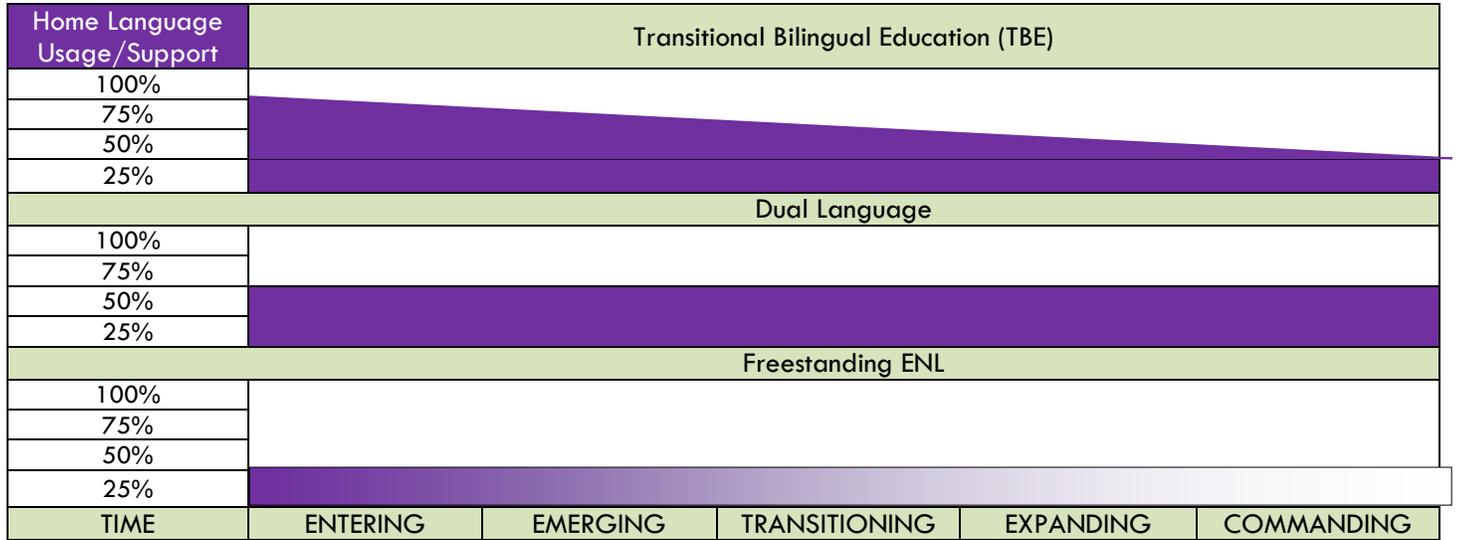


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school offers differentiated classroom instruction, AIS periods, After school help, and Saturday school in english. There is also time in the computer lab used to work with students and individualize extra help in reading and math. We use Think Central and Starfall in the computer lab.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers know that all students are included in their instruction. All student data is periodically reviewed so that no student is left behind. We look at the NYSESLAT and the other NYS tests to make sure that we are moving our students.
12. What new programs or improvements will be considered for the upcoming school year?
The Saturday school program will be extended to additional students.
13. What programs/services for ELLs will be discontinued and why?
None at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All academic and extracurricular activities are offered to all students. We have sports, dance, music programs, open to all students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We have sufficient materials for all students. We have support texts at different levels to help our students. Books are leveled to reader proficiency. There are computers available to all students. Programs such as Starfall help our students. We also use PBS kids and math sites to improve students learning. Material in their home language will be provided.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL- glossaries from the DOE websites are downloaded for the appropriate subject. Dual language material will also be obtained as needed. If needed, the DOE will be contacted for translators.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Since our school is Pre-K - 5, all materials are appropriate for this group.
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).
We have a summer programs in our school. Parents are given a list of community activities that will help their child. We reach out to the DOE to get information for the parents.
19. What language electives are offered to ELLs?
None
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)?

Does not apply

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.)
There are 1-2 teachers.
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?
Teachers working with the ELL students take workshops offered by the DOE. These include programs that teach how to include the ENL learners in the Common Core. One workshop was the QTEL. Others are on helping ELLs with Science and Math. Another is on preparing the students for the NYSESLAT.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor has offered workshops in working with ELLs.
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.

The School will set up workshops with teachers and parents on how to reach the ELL students and support their learning. The calendar is being revised at this time.

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?
Meetings will be scheduled with the parents and the LPT (Language proficiency team), twice a year to make parents aware of goals that are set for their children.
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.
Records are kept in a secure location, so when a meeting is held with the parents, they are able to view the appropriate document showing the progress of their child.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
There are 1-4.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The schools parent coordinator reaches out to parents with information about community organizations.
5. How do you evaluate the needs of the parents?
Parents are encouraged to attend PTA meetings. The parent coordinator connects with them and with other families from similar backgrounds.
6. How do your parental involvement activities address the needs of the parents?
In addition to number 5, there are translation services that are given by community and staff members. Surveys will be sent out in multiple languages to ask parents what services they would need to help their child succeed.

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.

Part VI: LAP Assurances

School Name: PS015**School DBN: 29**

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)
Dr. K'Tori	Principal		10/2/15
Mrs. Holstein	Assistant Principal		10/2/15
Ms. Thomas	Parent Coordinator		10/2/15
Ms. Julian	ENL/Bilingual Teacher		10/2/15
	Parent		
Ms. Wilmott/Sped. Teacher	Teacher/Subject Area		10/2/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Trizollino	School Counselor		10/2/15
Mr. Murray	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
Ms. Legreir	Other <u>Test Coordinator</u>		10/2/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q015**

School Name: **The Jackie Robinson School**

Superintendent: **Mr. Murray**

Before you begin, please check the following:

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

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

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

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

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

We look at the home language survey of each child and their families on enrollment. We have a very low ENL population. The staff is aware of the students' home language. They are responsible for providing frequent communication with families. Translators are available to communicate with the families.

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.

Many parents has chosen their preferred language to be english, but we have also came across parents whose preferred languages were spanish, hatian creole, french, etc. However the number is very few.

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.)

The home language survey is given to parents in their preferred language. The parent survey and choice is given in their home language as well. If a notification goes out to a parent notifying that there is an approaching assessment or parent teacher conference, the ENL teacher will send the letters in both english and the home language.

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.

This school has back to school night, parent orientation for grades K-5, parent and teacher meet and greet, fathers bring your child to school day, parent- teacher conferences, etc. There is also a PTA (parent teacher association) that holds meetings and activities, with parents and the school.

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.

We have found that we have staff and parents who are fluent in our students' needed languages. We translate written documents and speak with the families in their language. If needed, we will reach out to central for translators. We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

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.

The interpretations will take place with either our staff who is fluent in the home language, or with over-the-phone interpreters through the translation services with the DOE.

Part D: Training Staff on Policies and Procedures

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

Staff will see the language ID guide in the office, and the guide has been distributed to all staff.

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

Letters for parental notification in the needed language will be downloaded from the DOE site. A staff member will review the information with the parent.

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)

A possible survey will be given to the affected parents at the middle point of the school year requesting feedback of the quality of the translation services.