

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

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

**10X015**

**School Name:**

**P.S. X015 INSTITUTE FOR ENVIRONMENTAL LEARNING**

**Principal:**

**TARA EDMONDS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Institute of Environmental Learning @ PS/MS 15 School Number (DBN): 10x015  
Grades Served: K - 8  
School Address: 2195 Andrews Avenue Bronx, NY 10453  
Phone Number: 718-563-0473 Fax: 718-563-1568  
School Contact Person: Tara R. Edmonds Email Address: tedmonds@schools.nyc.gov  
Principal: Tara R. Edmonds  
UFT Chapter Leader: Ana Royer  
Parents' Association President: JuanNunez  
SLT Chairperson: Shawanda Weems  
Title I Parent Representative (or Parent Advisory Council Chairperson): Rosa Bueno  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10457  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458  
Director's Email Address: Joseruiz2@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tara R. Edmonds	*Principal or Designee	
Ana Royer	*UFT Chapter Leader or Designee	
Juan Nunez	*PA/PTA President or Designated Co-President	
Judith Velasquez Gacia	DC 37 Representative (staff), if applicable	
Rosa Bueno	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>	
Yvonne Williams	CBO Representative, if applicable	
Miguelina Martinez	Member/Parent	
Judelca Martinez	Member/Parent	
Ana Patricia Valdez	Member/ Parent	
Doreen Luckey	Member/Teacher	
Shawanda Weems	Chairperson/Teacher	
	Member/	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of PS/MS 15 is to build a "Community of Learners and Leaders". The community of learners and leaders at PS/MS 15 encourages the involvement of all stakeholders so that they are active participants in a collaborative decision making process. We encourage active participation and exploration by placing special value on personal growth and development. It is our intent to educate young people who will strive for excellence and be college and career ready. Our expectations are for every child to reach their highest potential through our home-school partnership. We are firmly committed to meet the challenges to create and support a child center school where all children can learn. Our school community provides a safe and nurturing environment in which we can incorporate curriculums that will address the needs of diverse student population.

PS/MS 15, The Institute of Environmental Learning is housed in a building known as the Educational Complex at 15, and shares space with two other schools: PS 291, a District 10 neighborhood zoned school servicing students in grades K-5, and P10, a District 75 Citywide Special Education off-site program for approximately 100 students. We share all communal areas like the gym, library and cafeterias.

PS/MS 15 is organized as a Kindergarten through Fifth grade Elementary School and Sixth Grade through Eighth Grade, Middle School. There are two classes per grade and in the Middle School we also have two self-contained classes. Classes are organized to support our SETTS students and English Language Learners. The average class size is 28-30 students per class. PS/MS 15 has a partnership with the P 10 (District 75) inclusion program. Students from P10 are active participants in our Middle School Program.

The PS/MS 15 student population is comprised of 519 pupils, 86 % Hispanic, 13% African American, 1% Asian and 0% Other. Our percentage of special education students is 17% and English Language Learners is 5 %. In addition, PS/MS 15 is a Title 1 school and has an 87 % free and reduced lunch eligibility. PS/MS is faced with the challenge of maintaining its quality of education for a learners

In our Middle School, we utilize the push in model where the service providers support students in the classroom. Additionally, we have a partnership with the Good Shepherd After-School program which services approximately 200 Elementary students and 95 Middle School students with various clubs and academic programs. We also collaborate with the CookShop NYC Food Bank program in grades Kindergarten through Second grade in order to promote healthy lifestyle changes in individual students as well as in families. Lastly, we have programed Club periods in the Seventh and

Eighth grades on Thursdays and Fridays where the teachers propose various clubs and the students are given options to select a club based on their interest.

The PS/MS 15 School curriculum is aligned to the NYS Common Core Learning Standards and establishes the foundation for the development of creativity, critical thinking skills, and the ability to problem solve as essential skills. Our kindergartens through eighth grade curricula ensure that students acquire key cognitive strategies in rich content. that provide coherent curriculum support simultaneously aligned to the NYS Common Core Learning Standards and the Instructional Shifts.

Our teachers are very active in the development of our student growth and use data to drive instruction. The teachers work, accountable talk, looking at different curriculums to improve the units of instructions, quality of the text dependent questions, pedagogical practices, knowledge and implementation of the common core standards, differentiation, etc.

Our school culture is an important characteristic of our learning environment. According to our recent quality review, we received a well-developed for (School Culture) in quality statements 1.4: *maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults* and 3.4: *establishes a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve those expectations.*

According to our Framework for Great Schools Report 2015 we scored fairly high on the Supportive Environment in the areas of Safety and order and Social Emotional Learning.

During the 2013-2014 year our lowest performing students in Math and ELA were rated excellent in the School Quality Snapshot. Our school was also rated excellent for moving our ELL's and Special Education lowest performing students. This progress shows academic growth in our lowest population.

We continue to work on developing a rigorous curriculum that includes differentiation, formative assessments, higher order thinking and critical thinking questions, and best practices to meet the needs of all our students

## 10X015 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	523	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	9	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	3	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	85.4%	% Attendance Rate		94.1%
% Free Lunch	73.7%	% Reduced Lunch		1.5%
% Limited English Proficient	6.1%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		12.7%
% Hispanic or Latino	86.0%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.75	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.8%	Mathematics Performance at levels 3 & 4		41.6%
Science Performance at levels 3 & 4 (4th Grade)	65.1%	Science Performance at levels 3 & 4 (8th Grade)		50.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

• Data was gathered from the School Quality Guide, Progress Report, Items Skills Analysis Tool, and school based assessments. PS/MS 15’s strength is in student progress and school environment as evidenced by the exceeding target identification on the School Quality Guide while student achievement and closing the achievement gap are identified in the same document as meeting target. Therefore, there is a need to set high standards in every classroom; providing curricula and strategies that engage all students in critical thinking skills in order to effect growth in student progress. During the 2013-2014 Quality Review, the rating showed that our instructional core ensures rigorous and coherent curricula in all subjects, accessible for a variety of learners and is aligned to Common Core Learning standards and/or content standards was developing. We will continue to look at this practice and continue to focus on the learning shifts.

Additionally, we were rated developing on developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaning work products.

According to the Frameworks for Great Schools Report for 2015, the Quality of Student Discourse was below the Citywide average.

- Recognizing that academic excellence is a moving target, improving student performance in order to meet rising NYS effective Annual Measurable Objectives, as well as the 2015-2016 Frameworks for Great Schools a schoolwide priority

### 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.

During the June 2015- 2016 school year, 5% all students will show increased progress on the 2015-2016 State ELA assessment by strengthening the academic focus in classrooms on high quality discussion in all subject areas and building stronger student engagement with Common Core aligned tasks and curricula.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The K-2 is using the Core Knowledge Language Arts program. The program builds students content background knowledge in both social studies and science. The program has a component that addresses RTI: Differentiation, SWD and ELL’s. The program thoroughly teaches the phonetic sound code and includes many opportunities for student language building and discussion.</p>	<p>Kindergarten – Second grade</p>	<p>September 2014 – June 2015</p>	<p>Administration, Teachers, Instructional Coach</p>
<p>The 3<sup>rd</sup> -8<sup>th</sup> grades are using Expeditionary Learning literacy program, which is also a content rich program whose primary focus is science and social studies. Based on this curriculum, the teachers have created units of study that promote higher level questions in order to promote student thinking to higher levels and engagement in deep</p>	<p>Third-Eighth grades</p>	<p>September 2014- 2015</p>	<p>Administration, Teachers, Instructional Coach</p>

group discussions about their work that will extend their thinking  and participate in an exchange of viewpoint and ideas. As we work  with the students and the curriculum towards meeting higher  standards we will: adjust lessons, units and classroom assessments in  order to meet the needs of all of our students.			
During our Professional Development periods teachers are looking at  student work, the types of higher level questions needed in order to  produce higher levels of student discussions. The use of text  dependent questions and the level of text dependent questions and  the use of Accountable Talk. We are also continuously adjusting our  curriculum in order to meet the needs of the students.	All Teachers	September  2014 –  June 2015	Administration,  Teachers,  Instructional Coach
Technology driven assessments in ELA (e.g., iReady, MyOn) and instructional technology lessons (e.g., Smartboard lessons, Brain Pop	All Staff  persons	September  2014- June  2015	All members of the  PS/MS 15 School  Community

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
K-8 ELA Teachers, 3-8 Extended day and Saturday Academy Teachers, Instructional Coach, Lead Teachers and  Administration, EL Units of Study, Ready Test Prep Books, iReady Computer program.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

In order to meet our expected goal, we will monitor our progress at the end of three months and assess our next steps

in December, March and June.

**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

**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, the principal will have nurtured the professional growth of teachers by collaborating with the Professional Learning Committee, fellow school supervisors, and other teacher leaders to organize, revise, and facilitate a full year of rich, effective professional learning opportunities aligned to our students’ particular needs. The effectiveness of the principal’s leadership will be measured by increased student performance on ELA and Math exams, as student performance is tied to quality instruction and quality instruction is tied to effective school leadership. We aim for a 3% increase in overall student proficiency on the 2016 state ELA and state Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In September, school leaders will establish a year-long assessment calendar that includes administration dates, scoring dates and times, deadlines for organizing and</p>	<p>Kindergarten-Eighth</p>	<p>September 2015</p>	<p>Administration</p>

submitting assessment results, and subsequent data analysis meeting dates.			
When debriefing with teachers after observations, school leaders will root conversations in: the Common Core Standards, the rigor of tasks, evidence in student work from the lesson, high-level questioning, and the teacher’s lesson and unit planning that questioned, and the teacher’s lesson and unit planning that preceded the lesson.	All teachers	October 2015-May 2016	Administration
The principal will regularly consult with the Professional Learning Committee to assess the impact of professional learning opportunities and to revise the plan when necessary. Benchmark assessment results will also indicate the impact of the teacher’s Professional Learning	Professional Learning Committee	September 2015- May 2016	Administration, Professional Learning Committee
The principal will provide multiple opportunities for teacher leaders to facilitate professional learning with colleagues. Increased teacher leadership will build trust among the staff and it will help us to sustain the impact of professional learning from one year to the next	All Teachers	November 2015- May 2016	Administration Professional Learning Committee

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I funding											
Title III after-school program											
Resources for test preparation											
Outside support for small-group instruction											
Per session for after-school test preparation program											
<b>Part 4b.</b> 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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In order to meet our expected goal, progress monitoring will be done in three intervals: November, March and May
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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.

Based on the attendance, prior parental participation, a school wide parent survey, the learning survey, feedback from parents that regularly attend meetings and the Capacity Framework for Strong Family- Community Ties, we determined that we need to extend the range of opportunities to encourage greater parent participation in order for more members of the school community to actively participate in school wide activities.

**Part 2 – Annual Goal**

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

By June 2016, we will see a 10% increase in the number of parents attending Parent Teacher Association meetings and all school based workshops

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Parent Teacher Association meetings will be advertised in a</p>	<p>All  Parents/Guardians</p>	<p>September  2015- June  2016</p>	<p>Administration,  Parent</p>

<p>timely manner and publicized through various ways: Calling posts, flyers, calendars. The topics will differ on a monthly basis in order to draw in parents with different concerns.</p>			<p>Coordinator, Dean of Students, Teachers</p>
<p>Collaboration with our Community Based Organization in order to provide additional social, emotional and recreation support for students which would extend the learning beyond the classroom.</p>	<p>All Parents/Guardians</p>	<p>September 2015- June 2016</p>	<p>Administration, Parent Coordinator, Dean of Students, Teachers</p>
<p>Parents are active participants on the School Leadership Team. Our SLT has at least 10 members, with 5 of the members from the parent body of our school. Parents on the SLT will participate in many of the decisions that affect their children</p>	<p>All Parents/Guardians</p>	<p>September 2015- June 2016</p>	<p>Administration, Parent Coordinator, Dean of Students, Teachers</p>
<p>The Parent Coordinator/ Instructional Coach will facilitate monthly workshops. The Parent Coordinator and Instructional Coach will organize workshop for parents that are geared toward making parents aware of what is expected at school, the curriculum and initiatives in place at our school, the importance of standardized tests and other social emotional topics. The workshops will also focus on providing our</p>	<p>All Parents/Guardians</p>	<p>September 2015- June 2016</p>	<p>Administration, Parent Coordinator, Dean of Students, Teachers</p>

students' parents with practical strategies that they can  employ at home with their children to help them become more  successful students			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Non-contractual services/parent involvement funding for support of the goal is provided from Title 1 SWP the 1% parent allocation. Per session has been identified for professional development, to support family workshops, and activities for parents and students. Per session OTPS will support supplies and materials for parent workshops, etc.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Monthly Sign in Sheets, Attendance at PTA Meetings, Parent Teacher Conferences, Parent Workshops, School Learning											
Survey Needs Assessment will determine if progress has been made every three months, December, March and June.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**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.)
<b>English Language Arts (ELA)</b>	TCRWP Assessments, Running Records, Student Work, End of Unit Assessments, Exit Tickets, NYS Assessments, Periodic Assessments	Close Reading, Text dependent questions, test sophistication, Academic vocabulary	Students receive small group, one to-one and whole class as needed.	During School Day, After School, Saturday School
<b>Mathematics</b>	Performance Tasks, Student Work, End of Unit Assessments, Exit Tickets, NYS Assessments, Periodic Assessments	<i>Everyday Math end of unit exams , IMPACT, and Teachers will use the Ready and “Coach” books as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in Preparing our students for academic success</i>	<i>Small group instruction is provided by teachers during the day school and during extended day, Tutoring sessions.</i>	During School Day, After School, Saturday School

<p><b>Science</b></p>	<p>Student Work, End of Unit Assessments, Exit Tickets, NYS Assessments, Performance Assessments</p>	<p><i>Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction. Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction.</i></p> <p><i>Students are immersed in Analyzing Those social issues that impact their environment as the instructional focus.</i></p> <p><i>Through this AIS Model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via</i></p>	<p><i>Students are taught in whole groups; small groups push in and pull out in a group of up to 10 students utilizing project-based instruction.</i></p>	<p>During School Day, After School, Saturday School</p>
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		<p><i>experimentation, analyzing their data and drawing a Students are immersed in analyzing Those social issues that impact their environment as the instructional focus. Through this AIS Model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a conclusion</i></p>		
<b>Social Studies</b>	Student Work, End of Unit Assessments,	A Social Studies Cluster teacher provides added	Support is given in whole and small	During School Day, After School,

	<p>Exit Tickets, NYS Assessments, Performance Assessments</p>	<p>support using historical fiction, DBQ's, Newspapers  Students may request Support sessions with staff at different times such as lunch. During ELA Non-Fiction unit students are instructed in how to address content Based information. There are cross curricular connections made between ELA and the content areas throughout the School year.</p>	<p>groups</p>	<p>Saturday School</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher recommendation  Parent recommendation</p>	<p><i>Strategies used:</i>  <i>Conducts Functional Behavior Assessments (FBAs) &amp; Behavior Intervention plans with guidance prior to referrals for behavioral concerns.</i>  <i>Formal &amp; informal Classroom observations using</i></p>	<p>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral</p>	<p>During School Day,  As needed</p>

		<p><i>methods</i></p> <p><i>including interval</i></p> <p><i>time Counseling (6-8 weeks) for the student who does not have an</i></p> <p><i>IEP but is at risk of a special Education referral. An evaluation, functional behavioral</i></p> <p><i>assessment (FBA), a behavioral</i></p> <p><i>intervention plans</i></p> <p><i>(BIP). There was a</i></p> <p><i>consultation with the family who was</i></p> <p><i>referred to a community agency</i></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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS/MS 15 works closely with Teaching Fellows in order to obtain highly qualified teachers. Through the Teaching Fellows Program, teachers receive Professional Development, onsite practical application experience within inner city schools, and they must be enrolled in a Master's Program.
PS/MS 15 uses the Open Market Transfer System to recruit and hire highly qualified teachers.
PS/MS 15 uses 5% Title 1 funding to provide the education, professional development and training to ensure that teachers are highly qualified.
Mentors are assigned to support new teachers, as well as time is set during the school day for them to conference.
Supervisors follow up to ensure mentors are meeting consistently with the mentee.
Attendance by administration and faculty at all city-wide and borough job fairs.
Coaches and Administration will provide ongoing professional development to ensure effective use of teaching strategies, (best practice), rubrics, curriculum maps, and lesson planning.
Best practices are shared at the Professional Team Meetings held every week by department and once a month by grade.
Topics include teacher practice, looking at student work and interpreting data

**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).
In our efforts to provide high quality professional development for teachers, principals, paraprofessionals and staff that enable all students to meet Common Core State Standards and to grow, we are highly invested in professional development opportunities. We offer professional development to all staff on current topics provided by

administrators, lead teachers, Network #109, the UFT and the DOE. All professional development is research based and evidence based.

We plan professional development using research based strategies and a research based teaching framework. We believe in individualized professional development plans that are designated to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development mainly through the observation process which utilizes Danielson's Framework for Teaching as well as understanding student data and looking at student work. Teachers self-assess on a regular basis and confer with school leaders. Research based strategies (RBI's) are emphasized in our trainings and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Additionally, our network

specialists support teacher retention by providing on-site trainings, modeling, and teacher team development. First year teachers are assigned Mentors.

We are committed to ensuring that our teachers have the resources and support needed to succeed. We encourage celebrations of success and sharing of good practices across grades and content areas

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

PS/MS 15 provides a variety of opportunities for pre-school students to transition into the elementary school. It is our goal to prepare all students for success in school and to lay the foundation for college and career readiness.

This will be accomplished through: Parent involvement activities, screening for Kindergarten readiness, providing early intervention services as needed, curriculum planning and delivery of instruction and

coordination of social and emotional supports.

#### 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 decision making process that is used to include teachers regarding the use and selection of appropriate multiple assessment measures and the professional development regarding the use of assessment results to improve is a collaborative effort which includes Administration and teachers.

The MOSL committee consists of teachers from various constituencies that represent the body.

Together with the Administration we decide through consensus what types of assessments are needed based on the needs of the students and the time of the year. Professional development is differentiated based on the teacher and student individual teacher needs

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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	435,922.00		
Title II, Part A	Federal	135,782.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,658,081.00		

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

**PS/MS Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 15**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 15** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

### **PS/MS 15 School-Parent Compact (SPC)**

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

#### **I. School Responsibilities:**

*PS/MS 15 will provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

*PS/MS 15 will support home-school relationships and improve communication by:*

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

*PS/MS 15 will provide parents reasonable access to staff by:*

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

*PS/MS 15 will provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS15</u>	DBN: <u>10X015</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>19</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: \_\_\_\_\_ In order to continue to support the language development of our English Language Learners, we will have an after school program for our English Language Learners in the 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade during the 2014-2015 school year. According to the 2014 NYSESLAT scores, these students need extra instruction in developing their academic English abilities in reading and writing. The program will service 2 students in the 2nd grade, 3 students in the 3rd grade, 4 students in the 4th grade, 4 students in the 5th grade, 3 students in the 6th grade, 1 student in the 7th grade and 2 students in the 8th grade. The after school program will allow the English Language learners to receive additional instruction in reading and writing. The teachers will target specific reading and writing skills such as building prior knowledge, building academic vocabulary, writing literary responds to writing, writing text base answers, citing contextual evidence, re-reading, discussing the big idea, focusing on mechanics, grammar and spelling in the context of students' work. The after school program will be held after school on Wednesdays and Thursdays starting November 6, 2014 and ending April 30, 2015. The students will receive 120 minutes of instructional time in literacy. The certified ESL teachers, using exemplary ESL methodologies, will expose the students to oral expression, listening, reading, writing, and word study. The ESL teachers will target instruction in the linguistic and academic needs of the students, ensuring that instruction is aligned to the CCLS and is age and grade appropriate. The instructional materials that will be used to teach our English Language Learners will include Attansio & Associates - "Getting Ready for the NYSESLAT and Beyond", Phonics and Friends Classroom Set to build decoding and letters sounds skills as well as Delta (FOSS) and ESL materials from National Geographic (Cengage) . The students will also use materials that will help them with questioning, comprehension, use of graphic organizers and building vocabulary. These materials will be used to help support instruction.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ In order to address the needs of the staff working with the English Language Learners, two teachers who are working the Title III direct instruction Program (Ms. Frade and Ms. Torres, ESL and Bilingual Certified) and Ms. Roberts, an ESL teacher, will participate in an ESL Study Group. The teachers will meet one hour per week for four weeks on November 17, December 8, January 13, and February 2 from 2:30 to 3:30 pm. The ESL teachers will turnkey to classroom teachers on November 24, December 15, January 27, and February 10 from 2:30 to 3:30 pm. In the workshops, we will discuss instructional strategies and methodologies such as graphic organizers, cooperative learning, scaffolding, pair work, phonics, writer's workshop, Danielson rubrics, text dependent questions, looking at student work through the CCLS standards, using data to drive instruction, and looking at English/Native language acquisition. We will study Terrell A. Young and Nancy L. Hadaway, "Supporting the Literacy Development of English Language Learners" and Gilbert G. Garcia, "English Learners - Reaching the Highest Level of English Literacy." The expectations are that the learning in the study

### Part C: Professional Development

group will lead to increased quality of instruction for ELLs and to the enhancement of the after school program curriculum.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_ Parental involvement is implemented in various way. We arrange many activities throughout the school year which promote active parental engagement. In addition to all the activities that we do throughout the year for our parents, we also have workshops that are specifically for parents of ELL's such as an overview of and information about services for ELL entitle students, ESL Methodologies, parenting and providing an academic rich environment at home and tools parents can use at home to help their children. ELL's are provided training to support early literacy, workshops that describe methods that can be utilized to support language acquisition and that can be easily utilized by our parents. We also target the families of our 8th graders by providing workshops to help Navigate the High School selection process to ensure that our parents have the tools necessary to make informed decisions. This workshop was conducted on September 2014. Feedback forms are distributed at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. In addition, the needs of parents are assessed on a continuous basis. Parents consult with the bilingual Parent Coordinator to identify areas of interest and or concerns. Upon receipt of this information, we are able to address these matters within the appropriate forum. As an added feature of support, parents are encouraged to reach out to their child's teacher to discuss any issues of concern. The teachers, the Parent Coordinator, and administrators work together so that matters are promptly addressed. As an aspect of the evaluation process, we target specific activities to address the needs of parents. We will host four parent workshops: The Read at Home Program (November 24 from 2:30 to 3:30); Parenting/Providing an Academic Rich Environment (December 15 from 2:30 to 3:30); Important questions to ask teachers about children learning, progress reports,report cards and attendance (January 27 from 2:30 to 3:30); Helping your child select a High School (September from 2:30 to 3:30). In addition, we will invite the parents to attend at least three after-school sessions with their child. In order to notify parents of all these activities, we will use letters written in English and Spanish, the school calling post, calls from the Parent Coordinator and the ESL teachers.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>015</b>
School Name <b>Institute of Enviornmental Learning</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Tara R. Edmonds</b>	Assistant Principal <b>Jacqueline Medina</b>
Coach <b>Haydee Santino</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Valerie Frade</b>	School Counselor <b>Emma Santana</b>
Teacher/Subject Area <b>Ana Royer / Science</b>	Parent <b>Miguelina Martinez</b>
Teacher/Subject Area <b>Stoehen Stillwaggon/ Social St</b>	Parent Coordinator <b>None</b>
Related-Service Provider <b>Emma Santana</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	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]	1	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	502	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<b>Long-Term</b> (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	24	0	6	9	0	5	1	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	5	1	3	4	7	2	0					0
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	0	0	0	0	0	0	1	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	0	1	0	0	0	0	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	1	1	2	0	1	0	1	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	5	2	3	0	2	3	3	2	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	2	2	1	4	1	3	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	1	1	0	3	0	3					0

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The assessment tools used in order to assess the early literacy skills of our ELLs are the TC Running Records, Core Knowledge and the DRA. The data provides us with each student's ability to rhyme, their phoneme-grapheme correspondence, letter identification, ability to identify sounds provided in words, identify sounds in various word positions, decode, syllable identification, and reading comprehension. This data allows the school to provided instruction and intervention at the appropriate level and to track the students' progress.
  - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data reveals that after three years of taking the NYSITELL and NYSESLAT , our ELL have achieved proficiency levels in speaking/listening and the majority in reading/writing.
  - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
After the evaluating the patterns across the NYESLAT modalities, data reveals that after three years, our ELL have achieved proficiency levels in speaking/listening and the majority in reading/writing. More instruction in reading and writing in the upper grades (3rd, 4th, 5th, 6th, 7th) and a combination of all four modalities in the lower grades (K and 1st,2nd ) is required. The patterns will guide our instruction by allowing us to focus our teaching based on the students' needs. The Annual Measurable Achievement Objectives are used identify students' weaknesses, guide instruction, and to establish remedial programs.
  - 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?
      - The patterns across the grades indicate that the students are stronger in Listening and speaking.
- B. The school uses the results of the ELL periodic assessments in order to identify each students strengths and weaknesses, track students'

progress, establish individual goals based on students' scores, and to help teachers to plan instruction.

C. From the periodic assessments, we learn the students' strengths and weaknesses and we use this information in order to guide instruction to further their academic growth. We have a free standing ESL program at our school. We do respect the students' native language and provide materials in their native language that will help them reinforce their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

The school uses data in order to identify students' weaknesses and focus instruction toward using ESL methodologies and strategies to aid students in improving skills in those areas. First, students receive universal screening. During the screening, we discuss the student's educational/cultural background. Next, we provide a strong instructional program targeting for the students needs. Then, students are provided with tiered instruction and progress monitoring is provided.

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

We use the NYESLAT scores (Beginning, Intermediate, and Advanced) in order to focus instruction by using the appropriate ESL strategies and materials that will help the child in the development of their second language. In addition, we utilize the Targets of Measures in order to know and assess what the child should know and be able to do.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We will evaluate the success of our program by meeting AYP of ELLs, the number of students that are proficient of the NYSITELL and by the number of students that receive a Level 3 or 4 and the NYS Math and ELA exams.

## 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.

When a child is register at the school, the parent is interviewed orally in English/native language by a ESL/Bilingual certified pedagogue and given a Home Language Identification Survey (HLIS) to complete. In the parent's native language he/she is asked questions concerning the child's prior education, extra curriculum activites and the language he/she uses at home and with friends. The parent is given the support he/she needs completing the HLIS. The child is interviewed in English and in his/her native language. If the child has attended school, questions are asked about his/her previous education and school records are reviewed. He/she is asked questions about school and extra curriculum activites. This helps to determine his/her strength in both English and his/her native language (Spanish). The kindergarten students have a half day orientation in a kindergarten classroom with a kindergarten teacher. Activities are planned for the new incoming kindergarten students and the students are observed and interviewed by the ESL teacher. During this time, the parents are given an orientation introducing them to the different programs available in the school, the support staff and curriculum. The HLIS survey is reviewed by a certified ESL teacher and the students that qualify are administered the NYSITELL within five days of the registration. If the student does not receive a passing score in the NYSITELL, he/she is administered the LAB-R in spanish. The test is administered within the first 10 days of the student's admission into the school. Three days after the administration of the NYSITELL, the parents are notified of the results and asked to come to an orientation and complete a Parent Survey and Program Selection. During the orientation, the parents are shown the video that explains the different programs in the native language. The different programs are also explained in detailed and all the questions and concerns are addressed. Every year our ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to evaluate the students needs and to help teachers plan instruction to meet those needs. To ensure that every ELL is administered the NYSESLAT annually, the ATS report-New York City Public Schools Primary/Secondary Report is used (RMSR), as well as the ARIS report. The following pedagogues administer the NYSESLAT, ESL and Bilingual Certified teachers.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

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).

Paste response to question here:

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.  
Working with the Parent Coordinator, if a parent cannot make the orientation meeting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also inform them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing, as well as make a home visit. All entitlement letter and Parent Survey and Program Selections Forms are maintained and kept in the student's cumulative folder.
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).  
Paste response to question here:
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.  
To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL, the following process is in place: three days after the administration of the NYSITELL, a letter is written to the parents informig them of the NYSITELL test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. During the orientation, the parents also complete a Parent Survey and Program Selection Form. The following pedogogues administer the HLIS: Bilingual and ESL Certified teachers, Bilingual Certified Guidance Counselor. The following pedogogues administer the NYSITELL: Bilingual and ESL Certified teachers. The following pedagogues attend the orientation-outreach and assist parents in filling out the Parent Survey Program Selection and answer any questions they may have concerning the three program choices: ESL and Bilingual Certified teachers.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
A letter is written to the parents informig them of the NYSITELL test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. If the Parent does not appear, the Parent Coordinator will reach out to the family. In additionally, the family workers reach out to the family to ensure compliance.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The Language Access Coordinator works with the Parent Coordinator, to communicate with the poarent in their native language. if a parent cannot make the orientation meting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also inform them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing, as well as make a home visit. All entitlement letter and Parent Survey and Program Selections Forms are maintained and kept in the student's cummlative folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documents ie HLIS, non-entitlement and entitlementletters are maintained in a binder as well as in the student's cummlative record jacket.
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.  
Before the Administration of the New York State English as a Second Language Achievement Test (NYSESLAT) the following is done: a list of all ELL's eligible to take the test is made; a schedule is made to administer each section of the test; the ESL/Bilingual certified teachers who will administer the NYSESLAT are trained; a memo is sent to the staff informing them of the date/time the test will be administer; a letter is sent home notifying the parents of the date their child will be administer the test. Additionaly, the RLAT, RNMR and RESI are reviewed from ATS in order to review a studnt's eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
All continued entitlement letters and transitional support parent notification letters and distributed and returned and logged according to the students class.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Since 2008, the parents have indicated preference of a Freestanding English as a Second Language Program (63 surveys). In order to provide the parents with the instructional program they selected for their children, we have a Freestanding English as a Second Language push in and pull-out instructional model. The students are instructed by a certified ESL teacher. Students whose parents request a bilingual or a dual language program will be sent to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). We also maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

## 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.

In order to support the academic development of our English Language Learners (ELL), PS/MS 15 advocates an English As a Second Language push-in and pull-out instructional model. ESL students in grades 1st, 2nd, and 3rd are serviced in pull-out model. ESL students in K, 4, 5, 6, and 7th grades are serviced in a push in model. Additionally, students are in integrated classrooms with support from subject specific teachers. The students are grouped by grade. The students that participate in a pull-out model are serviced in small groups by a certified ESL teacher during the day according to grade. The students that are serviced in a Push-In model, the ESL teacher collaborates with the classroom teacher. The program model is heterogeneously grouped with different proficiency levels.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ELL's receive the total number of ENL instruction according to the CR 154 requirements for their level (Beginner/Entering, Low Intermediate/Emerging, Intermediate/Transitioning, Advanced/Expanding, Proficient/Commanding). The certified ESL teachers implementing exemplary ESL techniques and methodologies will enhance the students speaking, listening, reading and writing skills. In addition, during the regular school hours, our ELL's also participate in a comprehensive approach to balance literacy. Students are exposed to reading, writing, listening, word study and test strategies. The teachers use ESL methodologies to help the ELL's in their classroom. The skills are practiced everyday in a workshop model. Keeping in the Principles of learning and the Conditions of learning in mind, teachers plan for 150 minutes of literacy instruction in grades three through five (3-5), and 135 minutes for grades six through eight (6-8). In order ensure that the students are receiving the ESL instructional minutes they require (Beginners & Intermediate 360 minutes per week and Advanced 180 minutes per week, 90 minutes Proficient), the teachers and students follow a program that indicates the periods that are slotted for additional ESL 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.

In order to make content areas comprehensible in our English as a Second Language Pull-out program model in grades 1, 2 and 3, the ESL teacher introduces the students to the different vocabulary, uses various materials, and focuses instruction using strategies they need to succeed in the different subjects (math, science, social studies). In the Push-In model the ESL teacher works with the ELL's in collaboration with the classroom teacher to provide the students with the vocabulary, strategies (graphs, video, pictures, etc.) they need to make the content comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Once the child is identified as an ENL he/she is administered the NYSITELL. If the child does not receive a passing grade in the NYSITELL, he/she will be administered the LAB-R in Spanish. The child is also interviewed in his native language. The parent is

asked questions concerning the child's prior school, extra curriculum activities and the language he uses at home and with friends. Since we have a Free Standing ESL program, we do not track the student's native language progression. On the other hand, we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebration-they as authors of their own stories , and assemblies.

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

In order to ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, we use the following assessment tools: ELL's Periodic Assessment, teacher- made test, conferencing, observations.

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. At present, we have no SIFE students

b. The newcomer ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. The students will meet for the total number of ENL minutes required by CR Part 154 according to their level. The ESL teacher will use instructional strategies to support the development of speaking, listening, reading and writing. In addition, a comprehensive approach to balance literacy will be implemented. The students will have 150 minutes of literacy instruction which will expose them to listening, speaking, reading, writing, word study and test strategies. The skills will be practiced everyday in a workshop format. The students' growth will be monitored through the use of ESL Periodic Assessment, teacher-made assessment, NYS tests, conferencing, portfolios, etc. This assessment will drive instruction. The students will also participate in 371/2 minutes , three times a week of intensive reading and writing before school. Appropriate materials that will help develop the students' speaking, listening, reading and writing will be used. During the school year, ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams.

c. ELL's receiving service 4 to 6 years participate in a ESL Push In Instructional Model with a licensed ESL teacher. Working with the literacy and ESL teacher, the ELL's needs are evaluated and materials and strategies are used to meet those needs. They also attend the extended day program. The program will be held after school on Wednesday and Thursdays. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams. The ESL teacher differentiates instruction by evaluating the students' needs and providing them with vocabulary, scaffolding of the materials use, and the strategies they need in order to function academically in English.

d. Long-Term ELL's participate in a Push In Instructional Model with a licensed ESL teacher. During the school, the ELL's will attend the extended day program. The program will be held after school on Wednesday and Thursday s. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams.

e. Our Proficient ELL's are supported with 90 minutes of ENL. They also participate in the extended day program for 90 minutes two days a week (Wednesdays and Thursdays). The students progress is also monitored and assistance is given through conferencing and small group instruction.

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.

Paste response to questions here:

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?

In collaboration with the classroom teacher, ESL teacher provideds the ELL-SWD's with the following strategies: scaffolding, use visuals ( such as graphic organizers, story maps, word banks),introduce vocabulary (specific terms, technical and common words), simplify text book language and make it more comprehensible, select words that convey key concepts and are relevant to the bulk of the content being learned and have meaning in the lives of the students. The teachers will use grade level material that are easy to understand but teaches the same context.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELL-SWD is afforded equal access to all school programs. The students participate in the 371 /2 minutes of intensive instruction three times a week; participate in a Push-In model program for the total number of ENL minutes required according to their level where a certified ESL teacher works in collaboration with the classroom teacher; they participate in a comprehensive approach to balanced literacy for 150 minutes literacy instruction in grades three to five (3-5) and 135 minutes in grades six

Chart to eight (6-8). ELL's in the 7th grade participate in club periods every Friday. The students are given an opportunity to select the club of their choice which range from photography, book club, computers, etc.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

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

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



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

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

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

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

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

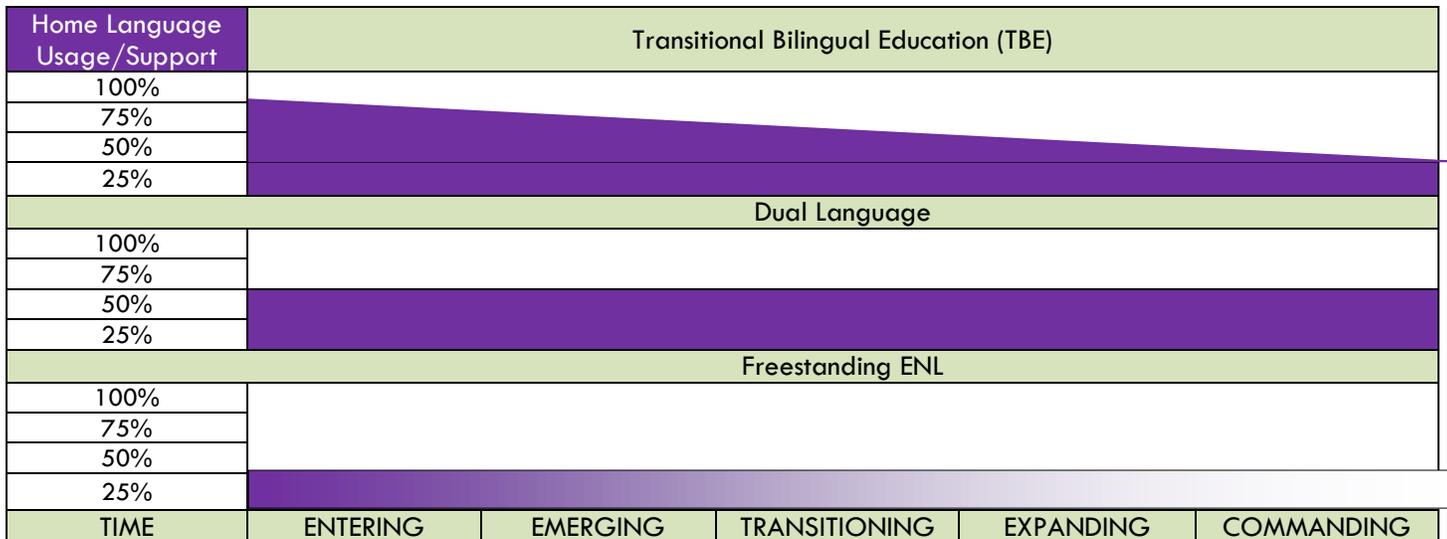


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ELL's participate in a comprehensive approach to balanced literacy. Keeping the Principles of learning and the Conditions of Learning in mind to make content comprehensible and foster language development to meet the demands of the Common Core Learning Standards, the teacher plans for 150 minutes of literacy instruction(in English) in grades one through five (1-5) and 135 minutes for grades six through eight (6-8) every day. The students also receive 90 minutes of math instruction every day. Through the use of NYS tests, teacher-made assessment, Periodic Assessments, conferencing and portfolios the student's needs are evaluated. The teachers work towards meeting the student's needs through small group instruction, individual instruction and conferencing. These needs are also met through their participation in the extended ESL day program for 90 minutes two days a week (Wednesdays and Thursdays).In Social Studies and Science, ELL's received 45 minutes of targeted support. ALL ELL's are integrated into general education classes and receive support in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our Freestanding ESL Push-In and Pull-out Program is effective in meeting the needs of our ELL's in both content and language development. We continuously evaluate the success of our program by tracking our students progress using the NYSESLAT, ELA, DRA, ECLAS-2, teacher-made examinations, Periodic Assessments, evaluations, and observations. We are always making improvements and training our teachers in the latest instructional approaches and methods to foster both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, we will continue to improve and implement an interactive computer program. This program allows the students to work on their specific needs with continuous monitoring and evaluations which allows the teacher to see the student's progress and re-teach those strategies that the students need to revisit. The Freestanding ESL Program will be revisited and aligned with the Common Core ESL standards.
13. What programs/services for ELLs will be discontinued and why?  
The school will not discontinue any programs for our ELL's. All programs will continue in order to support our ELL's academic and language development growth.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELL's are afforded equal access to all school programs all curriculum and extra curriculum activities. The ELL's participate in the Track Team, Chess team and all other activities the school has. ELL's also participate in the Title 3 Extended ESL Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from photography, computers, community service, etc. ELL's are included in every aspect of the school day.
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.  
The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues leveled books, guided reading books, classroom libraries, listening centers, "English At Your Command", Intermediate Level, "Getting ready for the NYSESLAT" (Attanasio), "Treasures", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go the the computer lab. Some of the rooms are equipped with a "Smart Board". The ESL teacher keeps both English and Spanish fiction and non-fiction books in her library for students use. We are continuously updating our materials to help meet the demands of the new Common Core Learning Standards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Since we know the importance of acknowledging a students's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations- they as authors of the own stories and assemblies. The student's native language is supported through Bilingual and ESL teacher.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All of our ELL's receive all the services they require (Resource, Speech, counseling) according to their individual needs or IEP. The are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them

academically and foster their language development (museums, plays, library activities) and strategies they can use at home to help their children in reading and math. ELL's enrolled throughout the school year are evaluated and are provided with all the programs they need to help them to succeed academically. The ESL teacher and Guidance Counselor are there to provide assistance, support to help them with their transition

19. What language electives are offered to ELLs?

N/A

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)?

Paste response to question here:

## 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.)  
Our professional development plan include the following: monthly workshops are given where teachers learn new strategies and methodologies and re-visit techniques that help to improve their teaching. During weekly team meetings, teachers, coaches and supervisors will address the methodologies that will help our ELL's in achieving their academic (CALP) English. The ESL teacher is a member of several teacher team meetings (inquiry work, Common Core Learning Standards) and she provides professional support and techniques that help our common brach teachers meet the needs of our ELL's. The parent coordinator holds various workshops with the school support staff to address the culture relevance of ELL. The Assistant Principal attends workshops on helping develop the academic growth of ELL's and disseminates the information to the ESL 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?  
Throughout the year, the teachers of ELL's attend monthly workshops that help them to understand the Common Core Learning standards and how to help their students. The teachers also have weekly meetings in grade-level and subject to help them further understand the Common Core Learning and also provide them with materials to further their understanding.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Due to the fact the PS/MS 15 is a K through 8th school, our ELL's gradually transition from elementary to middle school. The ESL teacher supports them through this transition by providing them with the materials and the strategies they need to make the adjustment. The guidance counselor, who is certified in bilingual education, also attends meetings that deal with the concerns and problems that our ELL's encounter. She also assists the students with the articulation process into high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.  
4. Every year the new teachers are trained a per Jose P. A list of all teachers that are trained and the attendance is kept by the principal. Teachers are trained by a certified ESL supervisor.

### C. Parental Involvement

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

The school provides quaterly meeting with the parents in order to discuss goals of the program, language development progress, language proficiency assessment results and language development needs in all content area. All meetings are held in the parents native language in person or over-the-phone.

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is foster in various ways. We arrange many activities throughout the school year, which promote active parental engagement. Our activities include, but are not limited to, Back to school Kickoffs, Parent/teacher conferences, school assemblies, workshops, Parent/Teacher Association (PTA) and School Leadership (SLT) meetings. Parents and Guardians are also encouraged to schedule meetings with their child's teachers, administrators, Guidance Counselor, and the Parent Coordinator to address any academic concerns. There is also an orientation for the parents of all ELL's which explains the different programs choices (Transitional Bilingual, Dual Language, Freestanding ESL), and the examinations use to evaluate the students (LAB-R, NYSESLAT). All these activities are presented in the parents native language (Spanish). All activities are translated into the parent's native language through school staff translation or the translation unit.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus, and Literacy INC, Flame Co., and etc. which provide health, parental, leadership workshops and educational support. There are also in-house workshops that are offered by our school community to support educational success. These workshops include informational sessions on topics such as promotional criteria, analyzing and interpreting data, report cards, ESL methodologies as well as ARIS, Acuity training and the new Common Core Learning Standards. All these training sessions are conducted in English and Spanish All activities are presented in the parents native language (Spanish). All activities are translated into the parent's native language through school staff translation or the translation unit..
5. How do you evaluate the needs of the parents? The needs of the parents are assessed on a continuous basis. Parents consult with the Parent Coordinator to identify areas of interest and/or concerns. Upon receipt of this information, the staff is able to address these matters with the appropriate forum. The following activities that assist parents include Parent/Teacher conferences, workshops, as well as Town Hall, PTA or SLT meetings and progress reports. As and added feature to support parents, they are encouraged to reach out to the parent coordinator, guidance counselor, administrators who in turns supports and reachers out to the child's teacher to discuss any issues or concerns. In order to evaluate the parents needs we send home a survey in the parent's native langaue, the NYC Learning survey, and based on direct interviews.
6. How do your parental involvement activities address the needs of the parents? As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. The guidance counselor and supervisors also target the families of our 8th graders by providing workshops in the High School selection process to ensure that our parents have the tools necessary to make informed decisions. In addition, "feedback" forms are distribute at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. The forms are then utilized to inform our parental outreach program. Our parent coordinator, as well as other staff members are available to translate for parents when necessary.

### D. Additional Information

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

Paste response here:



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)
Tara R. Edmonds	Principal		10/30/15
Jacqueline Medina-Sciarrone	Assistant Principal		10/30/15
N/A	Parent Coordinator		
Valerie Frade	ENL/Bilingual Teacher		10/30/15
Miguelina Martinez	Parent		10/30/15
Ana Royer	Teacher/Subject Area		10/30/15
Stephen Stillwaggon	Teacher/Subject Area		10/30/15
Haydee Santino	Coach		10/30/15
	Coach		
Emma Sanatan Calero	School Counselor		10/30/15
Melodie Mashel	Superintendent		10/30/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10x015**      School Name: **The Inst. of Envrn Lrng @ PS/MS 15**  
Superintendent: **Melodie Mashel**

### 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](http://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

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

We reviewed our Home Language Surveys, NYCDOE Progress Report Card, Learning Environment Surveys and Oral Language Reports to assess our school's written translation and oral interpretation.

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.

The preferred parents' languages for both oral and written communication at PS/MS 15 are English and Spanish. Additionally we have families whose home languages are Araucanian, Bengali and Fulani.

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents will be disseminated every year in both Spanish and English: The PS/MS 15 Parent Handbook, the Parent newsletter, the Schoolwide Monthly Calendar, all Flyers, Testing information, the NYC Discipline Code, Student Curriculum and Letters from the school leadership.

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.

Parents will have numerous opportunities to interact with the school community throughout the year through quarterly parent-teacher conferences, weekly Parent Engagement opportunities, Curriculum meetings, PTA Meetings, Outreach with the attendance teacher/team, meetings with the guidance counselor ie. PPT, High School and Middle School application process meetings, IEP Meetings, Breakfast chats with the Principal and PS/MS 15 welcomes Parents with an open door policy.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation will be provided by in-house staff members. Members may include but are not limited to the parent coordinator, the assistant principal, guidance counselor, school aides and family workers. Additionally, we will use the translation unit as needed.

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.

Our school will meet identified translation needs as indicated in Part B by first using the language cards to identify the parents home language. After we assess whether the language can be supported in house by school staff, we provide translation. If we are not able to provide translation in house, the Parent Coordinator will contact the Translation and Interpretation Unit in order to provide over-the-phone translation.

## **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.)

We will provide staff training in order to ensure that all staff members are aware of how to use translation and interpretation services and over the phone interpretation service. Services will include but are not limited to: Language ID Guide, Language Palm Cards, T and I Brochure.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Written translation will be provided in-house by school staff. Articles to be translated will be the monthly calendar, all memorandums and individual parent letters (as needed).  
Oral interpretation will be provided by in-house staff that is fluent in the parent's native language. Members that will translate include but are not limited to: Parent coordinator, guidance counselor, Administration and teachers.  
In addition, vendor translation services will be used as needed.

## **Part F: Monitoring and Quality Control**

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

The school will use in-house parent surveys, Parent-Teacher Association Meetings feedback and NYCDOE Parent Surveys in order to gather feedback from parents on the quality and availability of services.