2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 18K115
School Name: P.S. 115 DANIEL MUCATEL SCHOOL
Principal: JONATHAN LEE
Comprehensive Educational Plan (CEP) Outline

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

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- Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 6: Academic Intervention Services (AIS)

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Section 8: Title I Program Information

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# School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Daniel Mucatel School</th>
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</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>18K115</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>18K115</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K through grade 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1500 East 92nd Street</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>7182411000</td>
</tr>
<tr>
<td>Fax:</td>
<td>7182091714</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jennifer Troman</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Jtroman@schools.nyc.gov">Jtroman@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>

**Principal:** Jonathan Lee  
**UFT Chapter Leader:** Steven Lebowitz  
**Parents’ Association President:** Joyce Johnson  
**SLT Chairperson:** Tamella Trapp  
**Title I Parent Representative (or Parent Advisory Council Chairperson):** Sally Hajaree  
**Student Representative(s):** N/A  
**CBO Representative:** N/A

# District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Beverly A. Wilkins</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1106 East 95th Street, Brooklyn, NY 11236</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:BWilkins@schools.nyc.gov">BWilkins@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-566-6008</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-649-7074</td>
</tr>
</tbody>
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# Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Brooklyn South</th>
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</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Mauritiere De Govia</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 1106 East 95th Street, Brooklyn, NY 11236

Executive Director’s Email Address: mdegovi@schools.nyc.gov

Phone Number: 718-759-4862  Fax: 718-759-4960
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Troman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Steven Lebowitz</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Joyce Johnson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Rosanna Craine</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Rohan Guscott</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Helen Crousset</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Shakina Clapp</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sally Hajaree</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Gemma Barclay</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Gloria Escaluka</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Abigail Antrobus-Vann</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ancella Abrams</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tamella Trapp</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Melissa Cacic</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Aileen Sloane</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Nora Gionatti</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Heather Fins</td>
<td>Member/UFT</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1.</th>
<th>What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>P.S. 115’s mission is to measure our successes one student at a time, by providing a rigorous curriculum that ensures all students SH.I.N.E. academically and socially. With collaboration between home and school, students will become lifelong learners who are college and career ready.</td>
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</tr>
</tbody>
</table>

In an effort to infuse our vision and mission for all children at P.S. 115, we recognize the importance of meeting students’ needs, and learning styles. Incorporating the arts disciplines is a key factor to student success at P.S. 115. To that end, we have licensed art, and music teachers, as well as multiple residencies such as African Drumming, Chess
and Guitar Lessons. To further support student learning, we are implementing S.T.R.E.A.M. (science, technology, reading, engineering, arts and math) programs, one science based, one literacy based, and a Robotics Program. Students will grow in the the corresponding areas through project based, hands on learning.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 115 is an elementary school in Canarsie, Brooklyn that serves students from Pre-Kindergarten through grade 5. We host six Pre-Kindergarten classes, Citywide Gifted and Talented Program for classes in grades K-5. In addition, each grade contains an in-house gifted class, as well as an ELL concentrated class, and an Integrated Co-Teaching (I.C.T.) class. There is a self-contained, 12:1:1 classroom on each grade.

We are a school of distributive leadership. Teachers and Paraprofessionals, as well as out of class staff members take on various leadership roles to bring vertical as well as collaborative practices within the school building. Along with our mathematics and literacy “think tanks” to ensure Common Core alignment, we have a data think tank, S.H.I.N.E. team, Response to Intervention team, arts team, STREAM team, a gifted and talented vertical team, PD team, and collaborative grade teams.

To ensure that our fifth grade students are college and career ready, we have implemented a departmentalization program in grade 5 to help bridge the achievement gap. Students have the opportunity to work with an expert in both English Language Arts (ELA) and Mathematics. Teachers work and plan in teams, concentrating their teaching in their area of expertise.

Our Monday afternoons are specifically targeted for teamwork. Teachers completed a survey and joined teams within their area of expertise or interest. The focus of each team is to study and research best practices and lines of inquiry. Teachers will work in 6 week cycles to ensure a thorough inquiry based process, then share their findings with the staff. Teachers will also plan unit plans/curriculum maps and pacing calendars aligned to the Major, Supporting, and Additional Common Core Learning standards in Literacy and Mathematics.

The S.H.I.N.E. Program is a Positive Behavior Intervention Support system that focuses on positive actions of students. It is evidence based and used to provide preventative, positive and behavioral support for all students. The letters of S.H.I.N.E. stand for Strength, Honor, Integrity, Nobility and Excellence. The program helps foster self-esteem in individual students, as well as encouraging positive peer interactions. Positive Reinforcement promotes social and emotional competencies individually, whole class and school wide. This program fosters positive experiences among children through pep rallies, rewards, dance parties and other activities. Students earn S.H.I.N.E. tokens for positive behaviors and they are invited to the school store on a consistent basis to trade their bucks in for prizes.

P.S. 115 values the importance of parental involvement as well as family engagement. We offer a variety of parent and family workshops during morning, evening and weekend hours to accommodate working families. Our workshops include, but are not limited to; Helping Your Child Succeed on the New York State Tests, Understanding the Common Core, College and Career Readiness for your Child, Helping Your Child With Homework, Math Matters, Stream Workshop, STAR 360 Workshop etc., Additionally, we hold many family engagement activities, such as a Character Day Dance, Family Dance Nights, Saturday Family Drumming Program, Family Math Nights and Movie Nights. Due to a need in our community, we have implemented and now host a Saturday morning General Equivalency Diploma (GED)
Program that is run by the New York City Department of Education Office of Adult Education. This program as well as an Adult ESL program will enable parents of our school community to acquire the intellectual tools needed to help their children succeed.

P.S. 115 works in a partnership with New York University to hold a family program called "ParentCorps". ParentCorps is a social/emotional program for families. It's focus is to work together to engage and support entire communities of parents and early childhood teachers to promote positive home and classroom experiences that strengthen children's early learning, behavior and health. The program runs for 14 week sessions and all family members, including siblings, are encouraged to attend.

3. Describe any special student populations and what their specific needs are.

P.S. 115 has 6 special education self contained classes, 6 ICT Classes and 6 ENL classes. There is one on each grade level. The students in these classes have various diagnosis, which include learning disabilities, emotional disabilities, speech and language impaired and students on the autism spectrum.

4. Identify 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.

Over the past year, our school has made the most progress in effective school leadership and building trust within the school community. The key area of focus for this year is academic rigor.
School Demographics and Accountability Snapshot for 18K115

Grade Configuration PK, 0K, 01, 02, 03, 04, 05
Total Enrollment (2017-18) 971
SIG Recipient (Y/N) No

English Language Learner Programs (2018-19)
Transitional Bilingual N/A Dual Language N/A Self-Contained English as a Second Language N/A

Special Education Programs/Number of Students (2015-16)
# Special Classes (ELA) 75 # SETSS (ELA) 2 # Integrated Collaborative Teaching (ELA) 76
# Special Classes (Math) 69 # SETSS (Math) 1 # Integrated Collaborative Teaching (Math) 63
Types and Number of Special Classes (2018-19)

# Visual Arts # Music # Drama
# Foreign Language # Dance # CTE

School Composition (2017-18)
% Title I Population 62.0% % Attendance Rate 83.5%
% Free Lunch 59.5% % Reduced Lunch 1.1%
% Limited English Proficient 7.9% % Students with Disabilities 17.2%

Racial/Ethnic Origin (2017-18)
% American Indian or Alaska Native 1.1% % Black or African American 81.5%
% Hispanic or Latino 8.2% % Asian or Native Hawaiian/Pacific Islander 4.0%
% White 4.8% % Multi-Racial 1.4%

Years Principal Assigned to School (2018-19) # of Assistant Principals (2016-17) 4
% of Teachers with No Valid Teaching Certificate 0% % Teaching Out of Certification 0%
% Teaching with Fewer Than 3 Years of Experience 3% Average Teacher Absences (2014-15) 4.7

Student Performance for Elementary and Middle Schools (2017-18)
ELA Performance at levels 3 & 4 42.8% Mathematics Performance at levels 3 & 4 38.8%
Science Performance at levels 3 & 4 (4th Grade) (2016-17) 85% Science Performance at levels 3 & 4 (8th Grade) (2016-17) N/A

Student Performance for High Schools (2017-18)
ELA Performance at levels 3 & 4 N/A Mathematics Performance at levels 3 & 4 N/A
Global History Performance at levels 3 & 4 N/A US History Performance at Levels 3 & 4 N/A
4 Year Graduation Rate N/A 6 Year Graduation Rate (2011 Cohort) N/A
Regents Diploma w/ Advanced Designation N/A % ELA/Math Aspirational Performance Measures (2015-16) N/A

Overall NYSED Accountability Status (2018-19)

Reward No Recognition N/A
In Good Standing Yes Local Assistance Plan No
Focus District Yes Focus School Identified by a Focus District No
Priority School No Focus Subgroups N/A

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
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 NO Limited English Proficient N/A
Economically Disadvantaged YES ALL STUDENTS YES

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
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 NO Limited English Proficient N/A
Economically Disadvantaged YES YSH ALL STUDENTS YSH

Met Adequate Yearly Progress (AYP) in Science (2016-17)
American Indian or Alaska Native N/A Black or African American YES
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged YES ALL STUDENTS YES

High School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
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 ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
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 ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
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 ALL STUDENTS 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

A comparative analysis of the 2017/2018 CEP writing assessments results indicated 75% of students across grades K through 5 moved up at least a minimum of 2 marginal levels or reached the maximum level of the rubric. 55% of students across grades K through 5 achieved a level 3, based on the rubric. Although students writing improved through the continued implementation of Teacher’s College Writing curriculum and the introduction of Wonder’s Literacy Program, it is necessary to raise academic expectations, so that more students can achieve grade level proficiency.

The STAR 360 assessment data revealed that although students' ability in reading has increased, there is a low percentage of students reading on grade level. It was determined that students' comprehension, ability to use evidence from the text to clearly demonstrate their understanding were areas in need of improvement.

It is evident that there is a need to continue the implementation of professional learning in Literacy Instruction to design responsive curriculum, develop teacher collaboration, and foster best practices that will reflect in increased student achievement. In addition, it is necessary to maintain an ongoing system of monitoring student progress throughout the year.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 we will increase proficiency in ELA and Math by 10% by utilizing collaborative framework to support teachers in planning pacing calendars to ensure teaching of Major, Supporting and Additional learning standards and daily lesson plans.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Target Group(s)**

Who will be targeted?

**Timeline**

What is the start and end date?

**Key Personnel**

Who is responsible for implementing and overseeing the activity/strategy?

#### Professional Learning:

- Teachers will participate in ongoing in-house as well as off-site Teachers College Professional Learning.
- Inter-class visitations will be utilized to share best practices.
- Teachers will participate in professional learning, focusing on utilizing and implementing Star 360 as well as using its data to make instructional decisions.
- Teachers will participate in ongoing in-house Wonders Professional learning.

<table>
<thead>
<tr>
<th>K-5 Teachers</th>
<th>Sept. 2018 - May 2019</th>
<th>Administrators, Staff Developer, Literacy Team</th>
</tr>
</thead>
</table>

**Opportunity for Collaboration:**

- Teachers’ schedules provide time for horizontal and vertical collaboration to become familiar with Wonder’s Balance Literacy and Units of Study focusing on Common Core Learning Standards.
- Professional Learning participants will turnkey information to staff.
- Literacy Team will meet to address standards, professional learning, needs of teachers and students, and data throughout the implementation of our Literacy Programs.
- Teachers will collaborate to adapt and refine Units of Study and the Wonder’s Program to meet the needs of their students.
- Grade teams will utilize task-appropriate rubrics.
- Data Team will provide teachers with a means of inputting assessment results for analysis and next steps.

<table>
<thead>
<tr>
<th>K-5 Teachers</th>
<th>Sept. 2018 - June 2019</th>
<th>Administrators, Data Team &amp; Staff Developer, Parent Coordinator</th>
</tr>
</thead>
</table>
- Parent Workshops will be offered on the CCLS in order to equip families with tools to support their children both at school and at home.

- Data Team will provide teachers with a means of inputting assessment results for analysis and next steps.

- In house Literacy Coaches will meet with teachers of all grades to ensure vertical alignment across reading and writing content areas.

- Teachers will utilize the online program, Atlas, as a means for inputting Curriculum Maps. Teachers have access to view the maps on all grades and the maps are continuously edited and updated.

- Teachers will participate in peer observation cycles to examine student engagement, learning, questioning, and discussions as well as best practices of teachers.

<table>
<thead>
<tr>
<th>Teachers will:</th>
<th>K-5</th>
<th>Sept. 2018-June 2019</th>
<th>Administrators &amp; Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow time for daily independent reading with a focus</td>
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<tr>
<td>Utilize a variety of mentor text for “Read-Aloud” across curricula.</td>
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<tr>
<td>Focus on conferencing in reading and writing.</td>
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<tr>
<td>Implement small group instructions targeted on reading and writing skills and strategies.</td>
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<tr>
<td>Align CCLS to guide independent reading and writing.</td>
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<tr>
<td>Group students in a “flexible” manner, based on needs identified in reading and writing.</td>
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<tr>
<td>Provide rubrics and checklists for student self-assessment.</td>
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<tr>
<td>Implement academic language and rigor across curricula.</td>
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<tr>
<td>Utilize multiple entry points to address the needs of students.</td>
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<tr>
<td>Departmentalize grades 4 and 5 to focus on specific areas of the literacy curriculum.</td>
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<tr>
<td>Collaborate with English as a New Language (ENL) teacher to support ENL students.</td>
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<tr>
<td>Utilize Atlas to create and revise curriculum maps.</td>
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</tbody>
</table>
### Growth analysis assessment

Wri Each teacher will administer a Fall Nonfiction writing task as a baseline and a Spring Nonfiction writing task to assess student progress throughout the year.

Students will participate in a third party diagnostic assessment (Star 360). The assessment will identify reading levels and means of grouping, supporting and developing student reading levels. The assessment will identify students in need of AIS and Response to Intervention (RTI) supports. AIS instructors will have identified groups and a plan for student achievement. Star 360 parent reports will be sent home after each assessment.

| K-5 Students | Sept. 2018-May 2019 | Administrators, Staff Developer, Teachers, Data Team & Teacher’s College Developers |

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator and administration will work together to implement ongoing parent workshops that will focus on supporting students' literacy development at home. These workshops will take place between October 2018 and May 2019. To accommodate the various schedules and commitments, workshops will take place during Parental Engagement time, morning and evening hours and on weekends. Teachers will use Parent Engagement time Every Tuesday afternoon, Scheduled Parent Teacher Conference times in November, March, and May to engage in conversations with parents around individual student achievement.

#### 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.

- Making Meaning Program
- Wonder Program
- Star 360 professional development support
- Units of study and trade library books to support Teachers College Writing Curriculum
- Star 360 Platform
- Substitute teachers to facilitate professional development
- IPAD's and Chrome Books
- Ready New York ELA and Math
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
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<tr>
<td><strong>X</strong></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 students will have achieved mastery to 2 reading levels.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

In March 2019, STAR 360 results will be used to measure progress.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

A comparative analysis of the Fall 2017 and the Spring 2018 CEP Math task results indicated an increase in student achievement across grades K-5. 78% of students increased a minimum of 2 margins or achieved a level 4 on the rubric. 70% of students in grades K-5 showed proficiency by obtaining a level 3 or higher as identified by the rubric.

Through analysis of the Math Task, it was identified that students need assistance in comprehending the task and connecting and applying appropriate math concepts to the task at hand. In addition students need support in modeling and monitoring their mathematical thinking while explaining and revising their solutions.

It is evident that the implementation of NTN has aided our student in problem solving. Although students’ mathematical performance improved, it is necessary to raise academic expectations, so that more students can achieve grade level proficiency.

The STAR 360 assessment revealed an average student scale score increased a scale score of 96 or at least one grade level in mathematics.

There is a need to implement professional learning designed to develop collaboration and foster best practices for student mastery in mathematics.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 72% of our students will achieve proficiency by reaching a level 3 on our Monthly "Exemplar Math Task". 80% of students across grades K-5 will move up a minimum of 2 margins or achieve a level 3 or higher on the matrix/rubric.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
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</table>

### Professional Learning: Monthly

- Teachers will be given the opportunity to attend Go Math training to extend their knowledge of Go Math curriculum. Once a month.
- Teachers will participate in ongoing Professional Learning, both in house and off site. Algebra For All training

**Monthly**

- Teacher Observation Program will be implemented to norm teachers in Danielson Rubric.
- Inter-class visitations will be utilized to share best practices both horizontally and vertically across grades.
- Teachers will participate in Professional Development focusing on utilizing and implementing Star 360
- Teachers will work with NTN Math Staff Developer to implement problem solving strategies.

### Opportunity for Collaboration: (Ongoing)

- Teachers’ schedules provide time for horizontal and vertical collaboration to become familiar with mathematical concepts, focusing on CCLS. (Mondays- Once a week)
- Professional Learning participants will turnkey information to staff. (Tuesdays- 3:05-3:35)
- Math Team will meet to address standards, professional learning, needs of teachers and students throughout each unit.

**K-5 Teachers** | Sept. 2018–June 2019 | Administrators, Math Coach, Teachers, Grade Leaders, Math Team & Data Team, Parent Coordinator, Brooklyn South Math Coach |
<table>
<thead>
<tr>
<th>Teachers will:</th>
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<tbody>
<tr>
<td>● Focus on conferencing in mathematics to guide instruction.</td>
<td>K-5 Teachers and all students</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>● Group students in a “flexible” manner, based on needs identified in conferencing and assessments.</td>
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<tr>
<td>● Provide rubrics and checklists for student self-assessment.</td>
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<tr>
<td>● Implement academic language and rigor across curricula.</td>
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<tr>
<td>● Provide students with tools (manipulatives, rulers, calculators, etc..) as necessary</td>
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<tr>
<td>● Utilize multiple entry points to address the needs of students</td>
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<tr>
<td>● Input assessment grades for data analysis into one drive</td>
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<td></td>
</tr>
<tr>
<td>● Identify next steps based data analysis</td>
<td></td>
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<tr>
<td>● Offer opportunities for parents to visit the classroom to gain more of an understanding of the mathematics curriculum.</td>
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<tr>
<td>● Participate in a Saturday Academy with struggling students</td>
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<td>● Departmentalize grades 4 and 5 to focus on specific areas of the curriculum</td>
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<tr>
<td>● Collaborate with the ENL teacher to support ENL students</td>
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</table>

| • Teachers will collaborate to adapt and refine units to meet the needs of their students (Mondays grade team planning 2:20-3:40) |  |  |
| • Grade teams will utilize appropriate tasks rubrics |  |  |
| • Data Team will provide teachers with a means of inputting assessment results for analysis (Grade Team weekly common planning periods) |  |  |
| • Parents will be given the opportunity to attend workshops, where they will become familiar with mathematical concepts and strategies they can use to help their children succeed. (Once every other Month for parents' Professional Learning) |  |  |
| • Math Coach will meet with teachers on a cycle to plan and implement student centered mathematical investigations. |  |  |
| • Teachers will utilize the online program, Atlas, as a means for inputting Curriculum Maps. Teachers have access to view the maps on all grades and the maps are continuously edited and updated. |  |  |

| K-Students |  | Oct 2018-May 2019 |  |
| Administrators, Math Coach, Grade leaders, Teachers, Math Team & Data Team, Parent Coordinator, Brooklyn South Math Coach |  |  |
Utilize the online program, Atlas, as a means for inputting Curriculum Maps. Teachers have access to view the maps on all grades and the maps are continuously edited and updated.

### Growth analysis assessment

**Math:**

Each teacher will administer the grade specific Math Task in the Fall and Spring to assess growth throughout the year.

**Star 360:** Flexible grouping based on students’ needs and identified gaps. 3 Cycles of AIS throughout the year (Nov-Jan, Jan-March, March-May)

Students will participate in a third party diagnostic assessment (STAR 360). The assessment will identify math levels and means of grouping, supporting and developing students’. The assessment will also identify students in need of AIS, RTI, and enrichment supports. The assessment will be administered during the months of September, December, March and May. AIS instructors will provide instructional services to identified groups, as well as plan for student growth. Star 360 provides an ongoing overview and assessment of student progress. Star 360 Parent Reports will be sent home after each assessment.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent Coordinator and administration will work together to implement ongoing parent workshops that will focus on supporting students at home. Workshops will take place during Parental Engagement time, during morning and evening hours and on weekends, from October 2018 through May 2019.

### 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.

- Instructional Coach
- Math Team composed of a staff representative from each grade, out of class teachers, and the literacy coach
- Data Team composed of classroom and cluster teachers
- Go Math! Unit assessments
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
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</table>

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.

Each teacher will administer a problem solving task in the fall and spring to assess student progress throughout the year. Students will also, participate in a third party diagnostic assessment (STAR 360). This assessment will identify student’s strengths and weaknesses across the math standards, as well as means of grouping, supporting and developing student growth. It will be administered in September, November, February and May. The February 2019 assessment results will be analyzed and used as a mid-point benchmark to determine if progress is being made towards meeting the annual goal. Data Team will review and analyze student results, by looking for common trends across grades.

The results from the various assessments will also assist us in determining the effectiveness of the professional learning, peer-observations, and inter-visitations.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Star 360, will be used in January to assess students progress, and Interim Assessments.

Part 5c. In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

School's strength relative to this Framework:

- Teachers collaboratively plan and look at student work/data to impact student achievement. Teachers are engaged in inter-class visitations.
- Teachers will support students in Saturday Academy beginning December 1st. Saturday Academy will support targeted cusp children. (high 1s, high level 2s and high level 3s)

The school's priority needs related to the Framework:

- Teachers need support in building conceptual understanding to plan rigorous lessons to engage all learners.
- The STAR 360 screening data revealed that our lowest performing students need support in areas of foundational skills and comprehension. The lowest third of student across grades K-5 struggled with decoding, vocabulary and basic comprehension.
- While the core curriculum should meet the needs of 80% of our students, there are students in need of intervention to bridge the gap between academic and benchmark standards.
- It is evident that there is a need to implement a strong Response to Intervention (RTI) Program. The teachers will target the lowest third of student population and holdovers through RTI and Tier 1 intervention in the classroom. Students who exhibit a greater need, will be pulled out of the classroom for Tier 2 and 3 interventions with trained service providers.

Part 2 – Annual Goal

Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019 teachers will support students across grades 3-5, to show a 65% improvement in the Grade Equivalent (GE) measure of at least 10 months (+1.0).
## Part 3a – Action Plan

### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Teachers and Students</td>
<td>Sept. 2018-June 2019</td>
<td>RTI Team</td>
</tr>
<tr>
<td>Pre-K-5 Students, All Staff, Families</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, Support Staff, SLT, Teachers, Parent Coordinator, Parents, coaches</td>
</tr>
</tbody>
</table>

### Professional Learning: Ongoing (weekly)

- Teachers will participate in ongoing in-house and off-site professional development to strengthen Tier I interventions in the classroom.
- RTI providers will be trained in the use of programs selected for targeted intervention.
- Teachers will participate in professional learning, focusing on utilizing and implementing Star 360 and using data to make instructional decisions.
- Teachers will participate in professional learning, focusing on The Fundations Program, the leveled Literacy Intervention (LLI) Program and Wonder Program.

### Teachers will:

- Focus on conferencing in mathematics and literacy to guide instruction.
- Group students in a “flexible” manner, based on needs identified in conferencing and assessments.
- Provide rubrics and checklists for student self-assessment.
- Implement academic language and rigor across curricula.
- Provide students with tools as necessary.
- Work with Coaches to develop expertise in the Tier 1, Tier 2 and 3 intervention programs and strategies.
- Assist in analyzing grade data and implementing small group strategies and skill lessons.
- Utilize multiple entry points to address the needs of students.
- Input assessment grades for data analysis into one drive looking for trends and patterns
- Identify next steps based data analysis
- Offer opportunities for parents to visit the classroom to gain more of an understanding of the mathematics and literacy curriculum.
- Participate in a Saturday Academy with struggling students
- Departmentalize grades 4 and 5 to focus on specific areas of the curriculum
- Collaborate with the ENL teacher to support ENL students
- Input data into an online interactive Curriculum Map Template

Opportunity for Collaboration:
- Professional Learning participants will turnkey information to staff.
- RTI Team will meet to address standards, professional learning, needs of teachers and students throughout the implementation of RTI.
- Teachers will collaborate to adapt and include Tier I intervention within the units of study and various curricula to meet the needs of their students.
- Data Team will provide teachers with a means of inputting assessment results of benchmarks for analysis.
- Parent Workshops will be offered on the RTI Program so that families can support their children both at school and at home.
- In house coaches along with Wonder Instructional coaches will meet with teachers of all grades to ensure vertical alignment across reading and writing content areas.

Growth analysis assessment
Each teacher will administer a Fall Nonfiction writing task as a baseline and a Spring Nonfiction writing task to assess student progress throughout the year.

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<tr>
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<tbody>
<tr>
<td>Professional Learning participants will turnkey information to staff.</td>
<td>K-5 Students</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, Support Staff, SLT, Teachers, Parent Coordinator, Parents</td>
</tr>
<tr>
<td>RTI Team will meet to address standards, professional learning, needs of teachers and students throughout the implementation of RTI.</td>
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<td>Sept. 2018-June 2019</td>
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<td>Teachers will collaborate to adapt and include Tier I intervention within the units of study and various curricula to meet the needs of their students.</td>
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<td>Data Team will provide teachers with a means of inputting assessment results of benchmarks for analysis.</td>
<td>K-5 Students</td>
<td>Sept. 2018-June 2019</td>
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<td>Parent Workshops will be offered on the RTI Program so that families can support their children both at school and at home.</td>
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<td>In house coaches along with Wonder Instructional coaches will meet with teachers of all grades to ensure vertical alignment across reading and writing content areas.</td>
<td>K-5 Students</td>
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<table>
<thead>
<tr>
<th>Growth analysis assessment</th>
<th>All students</th>
<th>Sept. 2018-June 2019</th>
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2018-19 CEP
Students will participate in a third party diagnostic assessment (Star 360). The assessment will identify reading levels and means of grouping, supporting and developing student reading levels.

The assessment will identify students in need of AIS and Response to Intervention (RTI) supports. AIS instructors will have identified groups and a plan for student achievement.

Star 360 parent reports will be sent home after each assessment.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents are invited to workshops on Tuesday afternoons to learn about the core programs to meet needs of the majority of students. Parents are invited to meet with RTI providers to learn strategies to better support their children at home.

Parent workshop will be conducted to assist parents in strategies and tools they can use at home to support/enhance literacy and math instruction.

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.

- Administrators
- Wonders Staff Developers
- Literacy Coaches
- All teachers
- Substitute Teachers
- Parent Coordinator
- Parent Teacher Association
- Teachers Professional Development
- Program to support RTI
- STAR 360
- Atlas Rubistar Curriculum Mapping

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

RTI students will be identified by Star 360, state assessments and teacher feedback. The results from the February 2019 Star 360 assessment will be utilized as a midpoint benchmark and analyzed for students progress towards meeting this goal.

RTI Team will analyze the ongoing data from the Star360 to make instructional decisions and evaluate the success of the RTI/AIS cycles.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure that will be used is the results of the February STAR 360 assessment.

#### Part 5c.
In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school’s strength relative to this framework is a strong instructional cabinet and the principal has created a space for teachers to engage in instructional planning to support the needs of all learners.

Our latest PPO feedback revealed a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. It also revealed a need for teachers to align curricula while creating engaging and rigorous instruction that meets the needs of all learners. Mini-Professional Learning designed based on needs assessment, trends and tracking of Advance high-leveraged next step.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Effective School Leadership:

By June 2019 a minimum of 80% of teachers’ advance data results will reveal an increase in 1a, 3c and 3b.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Professional Learning: Ongoing (Weekly/Monthly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in ongoing in-house as well as off-site professional learning in various areas focused on instruction, engaging students and questioning and discussion techniques.</td>
</tr>
<tr>
<td>Teachers will participate in norming based on DOE training videos.</td>
</tr>
<tr>
<td>Through Peer Observation cycles, teachers will norm practices and provide feedback to their peers to improve practice.</td>
</tr>
<tr>
<td>Teachers will participate in professional learning to effectively learn how to incorporate paraprofessionals in instructional practices within the classroom.</td>
</tr>
<tr>
<td>Teachers will participate in professional learning to develop best practices to engage all learners.</td>
</tr>
<tr>
<td>Staff will meet on Professional Development Mondays for work of inquiry, using established protocol for analyzing student data across all grades.</td>
</tr>
<tr>
<td>Coaches will visit classrooms providing instructional and planning supports to teachers.</td>
</tr>
<tr>
<td>ENL and Special education teachers will lead professional learning focused on engaging, supporting and challenging support students with language and other specific needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Paraprofessionals</td>
<td>Sept.2018-June 2019</td>
</tr>
<tr>
<td>Administration, Coaches</td>
<td></td>
</tr>
</tbody>
</table>

### Opportunity for Collaboration:

- Professional Learning participants will turnkey information to staff.
- Teacher Teams will meet to address standards, professional learning, project planning and needs of teachers and students throughout the year.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sept.2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Coaches</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>
- Teachers will collaborate to adapt lessons within units of study to meet the needs of their students and incorporate best practices learned.

- Teachers will participate in collaborative conversations centered around best practices seen in each others' classrooms.

- Data Team will provide teachers with a means of inputting assessment results for analysis and next steps.

- Parent Workshops will be offered so that families can support their children both at school and at home.

- Teachers and paraprofessionals will collaborate with special education and ELL teachers to learn about and implement appropriate strategies with differentiated learning needs.

- Engage in Inter-class visitations to share best practices and provide actionable feedback and support to their colleagues.

- Examine their colleagues' best practices using Danielson 3 (instruction, questioning and discussion, and engagement).

- Teachers will utilize ATLAS curriculum planning to implement, record, and adjust curricula within the curriculum.

Teachers will be encouraged to become learning partners with one another to foster best practices

<table>
<thead>
<tr>
<th>Teachers will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Students</td>
</tr>
<tr>
<td>Sept.2018-June 2019</td>
</tr>
<tr>
<td>Administration, Cluster Teachers, S.T.R.E.A.M Specialist</td>
</tr>
</tbody>
</table>

- Utilize a variety of hands-on activities and lessons to engage students.

- Focus on conferencing with students individually and in small groups.

- Group students in a “flexible” manner, based on needs, strengths and weaknesses.

- Provide rubrics and checklists for student self-assessment.

- Implement academic language and rigor across curricula.

- Utilize multiple entry points to address the needs of students.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator, teachers and administration will work together to implement ongoing parent workshops that will focus on supporting students at home by streamlining activities and thinking skills that can be done at home. Workshops will take place during Parental Engagement time, during morning and evening hours and on weekends, from October 2018 through May 2019.

Parents will be invited to partake in open houses with staff members to examine instruction and best practices they can incorporate at home.

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.

- Off site staff developers
- Teachers professional development
- Substitutes
- Atlas Rubistar Curriculum Mapping
- Flexible programming

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

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

Part 5 – Progress Monitoring

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

By February 2019 Advance data will show an increase of 40% in 1a and 3c and 3b

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Curriculum maps in the Atlas Rubistar Curriculum Mapping program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star360</td>
</tr>
<tr>
<td>Danielson Framework</td>
</tr>
<tr>
<td>Teacher Surveys</td>
</tr>
</tbody>
</table>

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Through the implementation of the restorative circles initiative and the SHINE program, there was a significant decrease in the amount of suspension in the 2017-2018 school year. An analysis of the 2017-2018 OORS data shows a 14% decrease in the number of suspensions as compared to the 2016-2017 school year.

Through an analysis of the 2017-2018 OORS/SOHO data, it was determined that there were a 45% increased of Level 4 incidents reported.

There is a need to decrease the number of Level 4 incidents. This will be achieved through a supportive environment, involving families, teachers and administration.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety &amp; Discipline</td>
</tr>
<tr>
<td>By June 2019 we will decrease of 60% in the number of Level 4 incidents that took place in the 2017-2018 school year. Through the continued implementation of Restorative Circles, Boys Mentoring, P.B.I.S “S.H.I.N.E.” Program, and Student Clubs.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | K-5 teachers and students | Sept. 2018-June 2019 | Administrators, Intervention Specialists, Support Staff, SLT, Teachers |

#### Data Driven Approach

P.S. 115 will continue to use OORS/SOHO data, teacher observations, and dean referral forms to determine what our strengths and weaknesses are with regards to student discipline. This data will examine location of occurrences, time of day that occurrences take place, high occurrence months, as well as recidivists within the school building. We will also use this data to isolate target groups of at-risk students using documentation to track students who are repeatedly in need of intervention, developed by our safety team to monitor and track student progress.

#### School Wide Programs

**The S.H.I.N.E. Program**

The S.H.I.N.E. Program is a Positive Behavior Intervention Support (PBIS) System. The S.H.I.N.E. program focuses on the positive actions of the students. It is evidence based and is used to provide preventative, positive and behavioral support for all students.

The key features of S.H.I.N.E. are:
- Clearly defined behavioral expectations
- Social & behavioral skills instruction
- Positive and proactive monitoring
- Active supervision and monitoring
- Positive acknowledgement
- Data based decision making
- Parent training and collaboration

The Goals of the S.H.I.N.E. Program are:

- To create a community that supports and sustains implementation of S.H.I.N.E. in all school settings.
- To create awareness and shared language for addressing the social and behavioral needs of students at P.S. 115.
- To regain the teaching time currently spent on managing misbehavior.
- Maximize instructional time and academic achievement for all students.
- Increase family engagement in schools.

Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions

Students who continue to engage in negative behaviors, will receive interventions following a ladder of discipline, using restorative approaches. The guidance department, intervention specialists and members of the Crisis Team will develop and implement student behavior modification strategies when needed. Students will be taught how to self-monitor their behavior, strategies that build character and conflict resolution and respect for all. Parent meetings will be held as a means to find alternate solutions to student suspensions.

H.E.R.O.E.S Program
The H.E.R.O.E.S program is a social-emotional intervention system that partners students in need of behavioral interventions with identified staff members. Staff members are matched with students and check in with their students on a daily basis.

H.E.R.O.E.S staff will meet bi-monthly to assess and evaluate the program.

Staff Professional Learning:

Staff will:

● Engage in staff development focused on the NYC Student Discipline Code of Conduct.

● Participate in the ongoing implementation of the S.H.I.N.E. Program via training.

● Meet with their grades monthly to discuss program effectiveness and next steps.

● Be trained on the use of General Response Protocol safety drills that are mandated by the City of New York.

● Actively monitor students participation in the various safety drills.

● Be provided with manuals and materials needed to incorporate S.H.I.N.E. into their classroom environment.

● Engage students in lessons that outline and model best safety practices.

● Provide students with tickets and rewards based on positive behaviors.

● Participate in Restorative Circle training

● Participate in Staff restorative circles around cultural and personal biases, school culture, racism, mindsets, and high expectations

Students will:

Students and families

Administrators, Intervention Specialists, School Based Support Staff, SLT, Teachers, Parent Coordinator, Parents
- Engage in S.H.I.N.E. Program kick-off Pep-Rallies (October and February).
- Use the Behavioral Matrix to self-monitor behavior.
- Be rewarded individually and whole-class for positive behaviors, via tokens and cards.
- Participate in activities based on the reward system.
- Assist peers in making positive choices and decisions.
- Participate in residencies such as arts and self-discipline programs.
- Participate in restorative circles
- Participate in monthly assemblies centered on reinforcing our Core Values and School Pride.
- Participate in H.E.R.O.E.S program

Families will:
- Be encouraged to attend S.H.I.N.E. pep-rallies.
- Be invited to parent workshops.
- Attend Monthly PTA Meetings, where students are recognized and awarded for positive behavior.
- Attend meetings with support staff on an as needed basis to support their child.
- Be invited to visit classrooms during open classroom week.
- Be encouraged to participate in and assist with the continued improvement of already established school wide programs such as our Respect for All, Anti-Bullying Initiative, Positive Character Day Parade/Dances and student lead/grade-wide assembly programs and Town Hall meetings.

| Based Support Staff, SLT, Teachers, Parent Coordinator, Parents |

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**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Parent Coordinator, Social workers, teachers and administration will work together to implement ongoing parent workshops that will focus on supporting students at home by implementing the components of S.H.I.N.E.

Workshops will take place during Parental Engagement time, during morning and evening hours and on weekends, from October 2018 through May 2019.

Parents will be encourage to volunteer in individual classrooms and during school initiatives to support our efforts in creating a collaborative and safe school culture.

Parents will be encouraged to participate in Restorative Circles as well as a Parent Group that supports families in support the WHOLE child.

**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.

- Purchasing Positive Incentives
- Tuesday Family Engagement Time
- Professional Development
- Substitutes
- Purchasing rewards SHINE dollars
- Based on Need- Parent Coordinator- Per session
- Teacher per session
- Supervisor per session

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
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</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

The S.H.I.N.E. Program will be evaluated by utilizing OORS, dean referrals, teacher anecdotes, teacher and student feedback, as well as other data to support evaluation and decision making. OORS data will be reviewed at monthly safety meeting. February 2019 OORS Data and other Data will be analyzed as a mid-point benchmark to measure progress towards meeting the annual goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

OORS data and referral forms will be used to assess progress.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Star 360 Data, Teacher recommendation, ConferenceNotes and teacher observation, NYSELATest Scores</td>
<td>At risk SETSS/ENL services (not on IEP) for at-risk students with or without an IEP. Foundation for K-2 students and LLI for grades 3-5 students will provide instruction in phonics for at-risk students. Literacy Coach will models lessons and team-teach with teachers of classes containing at-risk students. Saturday Institute for all students in grades one through five and at-risk students needing intervention services.</td>
<td>Small group and one-to-one instruction, Small group and one-to-one instruction, Team-teaching, Small group and one-to-one instruction, Small group and push-in support, Small group and one-to-one instruction</td>
<td>During the school day, During the school day, Saturday mornings, During the school day, During the school day, During the school day</td>
</tr>
</tbody>
</table>

AIS providers provide support for at-risk students in kindergarten through grade 5.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Star 360 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>recommendation</td>
</tr>
<tr>
<td></td>
<td>NYSMathematics Test scores</td>
</tr>
<tr>
<td></td>
<td>ConferenceNotes and Teacher Observations</td>
</tr>
<tr>
<td></td>
<td>GoMath Unit Tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Star 360 provides targeted intervention for at-risk students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AcceleratedReader provides support in comprehension, vocabulary and higher order thinking skills for at-risk students in kindergarten through grade 5.</td>
</tr>
<tr>
<td></td>
<td>JuniorGreat Books provides support in reading comprehension and promotes higher order thinking skills.</td>
</tr>
<tr>
<td></td>
<td>Departmentalization in grades 4 and 5 teams to bridge the gaps between 4th and 5th grade literacy curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>At risk SETSS/ENL services (not on IEP) for at-risk students with or without an IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday Institute for all students in grade one through five and at-risk students, needing intervention services.</td>
</tr>
<tr>
<td></td>
<td>AIS providers provide support for at-risk students in Kindergarten through grade 5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Small group and one-to-one instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Small group and one-to-one instruction</td>
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<tr>
<td></td>
<td>Small group and one-to-one instruction</td>
</tr>
<tr>
<td></td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Saturday mornings</td>
</tr>
<tr>
<td></td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>During the school day and at home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Math 360 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>recommendation</td>
</tr>
<tr>
<td></td>
<td>NYSMathematics Test scores</td>
</tr>
<tr>
<td></td>
<td>ConferenceNotes and Teacher Observations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>At risk SETSS/ENL services (not on IEP) for at-risk students with or without an IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday Institute for all students in grade one through five and at-risk students, needing intervention services.</td>
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<tr>
<td></td>
<td>AIS providers provide support for at-risk students in Kindergarten through grade 5.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Small group and one-to-one instruction</th>
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<td></td>
<td>Saturday mornings</td>
</tr>
<tr>
<td></td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>During the school day and at home</td>
</tr>
<tr>
<td>Subject</td>
<td>Open to all grade 4 and 5 students</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
Through the implementation of the Think Cerca program, students read a variety of non-fiction articles and form opinions on historical events that surround global issues.

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

<table>
<thead>
<tr>
<th>At-risk services</th>
<th>Individual Education Plan (IEP)mandated services</th>
<th>Individual guidance sessions provided to at-risk students without an IEP.</th>
<th>Individual and/or small group</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher, Parent or Provider recommendation or request.</td>
<td>Individual guidance sessions provided to students.</td>
<td>Individual guidance sessions provided to small group</td>
<td>Individual</td>
<td>During the school day</td>
</tr>
<tr>
<td>Students demonstrating attendance patterns which indicate at-risk behavior are provided with guidance counseling.</td>
<td>Individual</td>
<td>Individual and/or small group</td>
<td>Individual</td>
<td>During the school day</td>
</tr>
<tr>
<td>School counselors will provide non-mandated guidance and crisis counseling to at-risk students.</td>
<td>The school social worker will offer clinical services, agency referrals, and educational, social and personal services on an as needed basis to at-risk students.</td>
<td>This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive</td>
<td>Individual and/or small group</td>
<td>During the school day as well as early Morning Obesity Monitoring Club</td>
</tr>
</tbody>
</table>
measures that address student needs by suggesting additional student support services.

Social Workers will provide counseling services to at risk students. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.

Health related services are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

There are a variety of initiatives that are funded by grants that support health and fitness, such as:

- Mighty Milers
- Move to Improve
- Swim for Life
- Reebok Fitness Running Program
- Action for Healthy Kids
- Yoga Training for Staff
- Bike for Life

During the school day, after school and early morning clubs

Individual, small group and whole class
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

### Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 62 students are currently in temporary housing. |

2. Please describe the services you are planning to provide to the STH population.

   - School supplies to the start of the school year
   - Uniforms for daily use
   - Sneakers and other apparel as needed
   - Payment for school trips and extra curricular activities
   - Take home holiday packages and books
   - Individualized support from Intervention Specialist and Guidance Counselor
   - Transportation if needed

### Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**Recruitment:** Teacher candidates are interviewed by a panel of teachers and supervisors. Questions are generated surrounding teacher pedagogy and practices.

**Retention:** New teacher mentors, inter-visititation feedback, observation and professional development as needed.

**Assignments:** Teachers are assigned to positions based on the school’s academic needs, teacher preference and strengths. Additional out of class assignments such as: instructional coach, intervention specialists, and AIS providers, are included in the programming based analysis of instructional, safety and social/emotional data.

**Support & Professional Development:**
- All teachers are provided with on-site Teachers College Reading & Writing Project staff developer to support their ELA instruction, as well as off-site visits to the school.
- Grade liaisons meet with their peers to facilitate professional learning and share information provided by administration.

Administrators schedule the instructional coach to support teachers on 6 week cycles. Teachers are selected for support based on needs identified through classroom observation and needs survey results.

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).

- All teachers are provided an on-site Teachers College Reading & Writing Project staff developer to support their ELA instruction, as well as off-site visit to other schools.
- Each Monday, teachers facilitate a variety of professional learning activities for their peers. Topics are chosen based on the data reflected in the teacher needs assessment survey. Learning opportunities are also facilitated by teachers.
who have mastered various instructional skills and strategies and have indicated a desire to share their knowledge with their peers.

- Professional learning is targeted to different constituencies through common preps for special teams such as: special education, ENL and Clusters.

- PD 360 is a web-based program that enables teachers to watch instructional videos in areas in which they or administration has determined they are in need of further development.

- Master Teacher, a weekly education newsletter, will be utilized as a professional learning tool to foster teacher discussion, reflection, and collaboration.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

- Parent Corps conducts workshops for parents of Pre-Kindergarten children and conducts a fourteen week program with our Pre-K students

- Parents will receive information outlining Kindergarten expectations

- Parental workshops will be conducted to aid in the transition from Pre-K to Kindergarten

- Pre-K Parents will receive a kindergarten directory showing the parents the programs available to students

- Pre-K students will be taken on tours of kindergarten classes

- Pre-K students will be given end of the year “Welcome to Kindergarten” books and packets
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.

Teachers are members of a variety of teams such as:

- Literacy team
- Math team
- Data team
- Bulletin Board Team
- Quality Assurance Teams
- Lesson Plan Teams
- RTI Team
- School Implementation Team
- School Leadership Team
- Professional Learning Team
- S.H.I.N.E. Team
- Grade Teams
- Cluster Team
- Grade Liaisons

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\(^1\). 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\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Column A</strong></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th></th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I Part A (Basic)</strong></td>
<td></td>
<td><strong>Part III B</strong></td>
</tr>
<tr>
<td>Federal</td>
<td>669,728.00</td>
<td></td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td></td>
<td><strong>Part III A Action plan</strong></td>
</tr>
<tr>
<td>Federal</td>
<td>114,175.00</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>12,366.00</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>5,082,234.00</td>
<td></td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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.
Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

<table>
<thead>
<tr>
<th>Parent Involvement Policy (PIP)</th>
</tr>
</thead>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 115, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 115 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;

P.S.115’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. Our 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 our 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 P.S.115’s 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, our 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 or other programs that meet the needs of our families;

● 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 and 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. Other Topics will include but are not limited to; CCLs, Star 360 assessments, Think Circa, S.T.R.E.A.M. and S.T.E.M., and our Robotics program. Educate parents about the P.S. 115 Kickboard program so that they can become partners in monitoring their child’s behavior during the school day.

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA. P.S. 115 will include a team of parents to decide on how Title 1 Parental Involvement funds should be used to support the schools goals.

schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening or Tuesday afternoons to share information about the school’s educational program and other initiatives of the Chancellor and to allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

encourage families to attend positive behavior support events such as S.H.I.N.E. Pep Rally, Positive Character Day Parade and Dance, Student of the Month Ceremonies and Anti-Bullying assembly programs.

Our 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 student progress reports, school calendar, parent newsletters, and a mobile app designed to keep parents informed about school activities and student progress;

distribute and review parent surveys to assess the needs and wants of parents

provide resources and parent workshops on P.S. 115 policies, programs and curricula in a language that parent will understand.

Support for Parents and Family Members of Title I Students

In developing P.S.115’s 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, our 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 or other programs that meet the needs of our families;

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 and 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. Other Topics will include but are not limited to; CCLs, Star 360 assessments, Think Circa, S.T.R.E.A.M. and S.T.E.M., and our Robotics program. Educate parents about the P.S. 115 Kickboard program so that they can become partners in monitoring their child’s behavior during the school day.

provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA. P.S. 115 will include a team of parents to decide on how Title 1 Parental Involvement funds should be used to support the schools goals.

schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening or Tuesday afternoons to share information about the school’s educational program and other initiatives of the Chancellor and to allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

encourage families to attend positive behavior support events such as S.H.I.N.E. Pep Rally, Positive Character Day Parade and Dance, Student of the Month Ceremonies and Anti-Bullying assembly programs.
● 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;

**Encouraging School-Level Parental Involvement**

Our 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 student progress reports, school calendar, parent newsletters, and a mobile app designed to keep parents informed about school activities and student progress;

● distribute and review parent surveys to assess the needs and wants of parents

● provide resources and parent workshops on P.S. 115 policies, programs and curricula in a language that parent will understand.

**School-Parent Compact (SPC)**

_P.S. 115_ , in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between
the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- conducting parent workshops on programs and curricula used during the school day. Topics include but are not limited to Think Circa, Kickboard, Star 360, Accelerated Reader and AIS, RTI, and S.T.E.M. Arrange 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 such as NYU ParentCorps Program and parent volunteer programs, Saturday morning parent classes and P.S. 115 parent G.E..D. classes. Hold workshops, meetings and other activities 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 (star 360) results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member, keeping families updated about our Tuesday afternoon parent outreach program.
- 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, Tuesday afternoon family programs and homework help, open access library time for parents, family dances and movie nights as well as workshops on the ARTS and various other topics which are of interest to families.

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 such as Star 360 and NY assessments. Provide professional development opportunities (times will be scheduled so that the majority of parents can attend) so that parents can understand and monitor their child’s academic growth.
- 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 Title I requirement for Every Student Succeeds Act (ESSA) 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.

I. School Responsibilities: High Quality Curriculum

School Responsibilities:

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

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to the Common Core State Learning Standards;

offering high quality instruction in all content areas;
I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- conducting parent workshops on programs and curricula used during the school day. Topics include but are not limited to Think Circa, Kickboard, Star 360, Accelerated Reader and AIS, RTI, and S.T.E.M. Arrange 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 such as NYU ParentCorps Program and parent volunteer programs, Saturday morning parent classes and P.S. 115 parent G.E.D. classes. Hold workshops, meetings and other activities 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 (star 360) 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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, keeping families updated about our Tuesday afternoon parent outreach program;

- 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, Tuesday afternoon family programs and homework help, open access library time for parents, family dances and movie nights as well as workshops on The ARTS and various other topics which are of interest to families.
### I. School Responsibilities: Providing General Support to Parents

*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 such as Star 360 and NYS assessments. Provide professional development opportunities (times will be scheduled so that the majority of parents can attend) so that parents can understand and monitor their child’s academic growth.

- 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

*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

**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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Before school</td>
<td>☐ After school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☑ K</td>
<td>☑ 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>
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: Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics and Science. While some of these tests are translated into the children’s native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.

Our Saturday Institute will provide such additional support as well as improve English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Title III Supplemental instruction in Literacy, Mathematics, and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ESL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics and Science programs at no cost to the Title III Program.

The ELL instruction will take place during a Saturday Institute. The ENL Institute will run for twelve weeks in three and four hour sessions (from 8:00 A.M. to 12:00 PM). There will be five four-hour sessions for Literacy (November through January) and three four-hour sessions for Mathematics (January through February), and four three-hour sessions for Science (March). There will be one certified teacher for each class on grades Kindergarten, One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade Four for Science. Students will be grouped as follows K and 1, grades 2 and 3 and grades 4 and 5. The ESL teacher will push-in to work with each group of ELLs for an hour. An administrator will be available for guidance, safety, arrival and dismissal of children.

A licensed ENL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELLs. Reading and writing skills will be reinforced through the use of such techniques as phonemic awareness and balanced literacy. Newcomers will receive small group instruction in order to build listening, reading and writing skills.

Materials include, but are not limited to: Fundations, Making Meaning, Every Day Counts, NYS March to March COACH, Essential Skills for Reading Success, Terranova Coach, NY Edits, ELA Rehearsal, CARS, Rally, and Wilson, Test Ready Omni and NYS Practice and Mastery in Mathematics, and Measuring Up to the New York State Learning Standards and Success Strategies for the State Test (Science).

Instruction will include lessons in Literacy, Mathematics, and Science. It is hoped that through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.
## 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: ____

At PS 115, our English Language Learners on each grade (with very few exceptions) are placed in one class designated as the ENL concentration class. The teachers of these ENL concentration classes will be participating in professional development workshops during common prep periods, Professional Development Days, and at after-school workshops to enable them to better meet the needs of their ELL students. Occasionally, ELL students (in the case of siblings) must be placed in another class on the grade. The teachers of these students will be included in this professional development as well. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students. This professional development is at no cost to the Title III Program.

For Title III program, each Saturday ELL Institute teacher will receive six hours of additional professional development at after-school workshops which will be provided by the ENL teacher in conjunction with the Literacy Coach, Mathematics Coach, and Science Cluster Teacher. The series of workshops (open to Title III, Saturday ELL Institute teachers only) will include one after-school workshop in each subject area that is in alignment with Title III. The second workshop will involve participants collaboratively creating a series of lesson plans for use in the Saturday ELL Institute. Teachers will be paid through fair student funding.

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. Professional Development workshops will introduce these techniques and strategies. Additionally, teachers will be afforded the opportunity to create classroom materials which will benefit their students. Teachers will meet two hours for each of three sessions.

Upon completion of the Professional Development workshops, these teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

- **Literacy** – November-January (ESL Strategies, Multicultural Literature, Collaborative Planning of Lessons for the Saturday ELL Literacy Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.
- **Mathematics** – January-February (Sheltered English in the Mathematics Content Area, Use of Manipulatives in Problem Solving, and Collaborative Planning of Lessons for the Saturday ELL Mathematics Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Mathematics Coach.
- **Science** – March (Sheltered English in the Science Content Area, Inquiry-Based Science Instruction and Collaborative Planning of Lessons for the Saturday Science Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.
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: _____

Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops.

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

- November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.
- December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.
- January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.
- February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.
- March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.
- April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Part E: Budget

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

Allocation Amount: $ _____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>High quality staff and curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N.A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>select one</td>
<td>The Daniel Mucatel School</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loren Borgese</td>
<td>Nicole Green</td>
</tr>
<tr>
<td>Coach</td>
<td>Coach</td>
</tr>
<tr>
<td>Deborah Marra</td>
<td>Abby Fuchs</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Joanne Saint-Preux</td>
<td>Meridith Moran</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Tamella Trapp, Grade 2</td>
<td>Shaoying Wong-Getzel</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>NA</td>
<td>Jayne Sclavos</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Georgiana Lombardi</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
<tr>
<td>Beverly Wilkins</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1065</td>
<td>38</td>
<td>3.57%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes □</th>
<th>No □</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>DL</td>
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<td>DL</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We use Periodic Assessments, including but not limited to: Performance series, TCRWP writing baseline for ELLs in grades three through five, STAR 360 and F&P for English Language Learners in all grades, as well as Fundations assessments in grades K-2. These provide teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development.

2. What structures do you have in place to support this effort?

   P.S. 115 staff are trained prior to the application of assessments and or curriculum embedded assessments. Post training of Periodic Assessments teachers are encouraged to share input amongst each grade during common planning. Teachers assess
students every 6-8 weeks, this helps teachers to teach effectively by planning for each student's needs. TCRWP are trained throughout the year with continuous professional development. ELL planning is also embedded within the curriculum; teachers with ELLs in the classroom are sent to PDs at Teachers College for additional support. Teachers are trained in Star 360 computer-based assessment program and have an online, phone support for technical difficulties.

Majority of P.S. 115 K-2 teachers are or have been trained in Fundations. Trained administrators turn key information to newly hired and are also supported by our seasoned teachers. Fundations is an instrumental tool that supports ELLs while learning phonemes especially for our SIFE students.

To conclude, teachers are supported with a great deal of Professional Development along with support from colleagues and administrators. With the use of these assessments it provides the teacher with detailed information about student strengths and weaknesses and will help drive instruction and professional development.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. NYS ITELLEntrance exam are used to indicate baseline for newly enrolled ELLs and NYSESLAT exams are used to measure progress both test identifies each student's area of need. The ESL teacher continues to monitor the progress and the language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided. ENL Teachers meet regularly to assess, discuss and monitor how their ENL students are doing in all content areas. They then meet with parents to provide instructional materials and at-home support in order to move the students' progress.

4. What structures do you have in place to address interventions once the summative data has been gathered?

ELL teacher collaborates with mainstream teacher to discuss and plan based on student's baseline/benchmark assessments teacher of ELLs are sent to PDs through the year on content area instruction and are also given PDs from the ENL teacher. P.S. 115 also provides common planning with teachers of ELLs while the ENL teacher supports and guides mainstream teachers on lesson planning to address the needs of their students. Parents are also included by being provided instructional materials and at home support in order to move students progress.

5. How does your school use 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.]

With the use of the RTI model, P.S. 115's goals are to build on more effective individualized instructional programs. Beyond screening and identification for ENL services to support language development, the ELL student takes part in the RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If the student is flagged as an at risk or below grade level benchmark the student will receive target instructional support to develop in the specific content area. This support should be delivered in coordination with language support services.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

Data patterns on the NYSESLAT reveal that ELLs across all proficiency levels performed best on the listening and speaking sections. Lower performance scores were in reading and writing. With the support of the ENL teacher, and classroom teachers we have been working together to improve student reading and writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In addition to materials, students are also provided the RTI model by the use of highly trained teachers who solely focuses on each child's grow and glows. The additional support allows effective individualized instruction based on specific content area the support is also delivered in coordination with language support services.
**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

      P.S. 115’s ELLs are serviced by a certified ESOL teacher in a free standing program of heterogeneously grouped students through Push-In services which include English Language Arts and content area instruction. ELLs are placed in a concentrated class per grade this allows a seamless collaboration between classroom teacher and ESOL teacher to provide integrated ENL and ELL services.

   b. TBE program. *If applicable.*

      N/A

   c. DL program. *If applicable.*

      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

      Entering and Emerging students receive 8/45 minute periods of ENL weekly. Entering ELL's get 180 minutes of stand-alone ENL and 180 minutes of integrated ENL/ELA; Emerging ELL's receive at least 2/45 minute periods of stand-alone and 4/45 minute periods of integrated ENL weekly plus 2/45 minute periods of stand-alone or integrated ENL weekly. Transitioning and Expanding students receive 4/45 minute periods of ENL weekly. Transitioning ELL's receive 2/45 minute periods of integrated ENL and 2/45 minute periods of stand-alone or integrated ENL; Expanding ELL's receive 180 minutes of integrated ENL. Commanding ELL's receive 2/45 minute periods of integrated ENL for 2 years after they test out of ENL on the NYSESLAT.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards. Practices and approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse-Leap Track System which is computer assisted instruction through software design to remediate and strengthen basic skills.

   Classrooms in which there are ELLs contain leveled libraries in English and bilingual leveled libraries. Students have access to bilingual glossaries and dictionaries in all of their classrooms. Teachers and paraprofessionals are available to translate for the students in the different languages spoken at P.S. 115. Students are also offered, but are not limited to the services of the Translation Services Unit which provides certified translators to support ELL students in their respective languages.

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

   ELLs are formally evaluated in their home language, only if after intervention, they are recommended to SBST, and it has been determined that this is necessary for the child's academic success. Otherwise, home language evaluations are done informally.
by one of our multi-lingual staff members with the ESL teacher present. P.S. 115 also uses Star 360 is an data assessment program which allows teachers to analyze where students are struggling academically and where to provide continuous support. Star360 assessments are done once a month. Students use bilingual glossaries for class work, homework and exams.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. SIFE students are offered a variety of supplementary services in addition to ENL in (2) 50 minute blocks. These include: AIS, Star 360, DRA, and Saturday Academy which runs from December 2015 through April 2016. The program is run through 6-8 week sessions at a time. These supplemental programs especially supports ELL’s and students with special needs. Aligned tasks are embedded in each unit of study. Each Common Core-Aligned Task is accompanied by a variety of instructional supports including: culminating performance tasks, guidance and use of UDL principles for each task, rubrics and/or scoring guides, annotated student work ranging across levels and task specific supports.

   c. Developing ELL’s participate in a balanced literacy approach which includes phonics, fluency, vocabulary and text comprehension. Ongoing assessments include: retelling of stories, use of figurative language, rubrics, standardized Interim Assessments, and conferencing with subject area teachers. Some of the strategies used include: use of prior knowledge, word walls, modeling, graphic organizers, frequent summaries, re-presentation, meaningful “talk”, and student choice, thus providing activities using different modalities while using the workshop model. Students learn in an environment that is organized, stimulating, and comfortable in order to maximize their language and literacy development.

   d. Specific needs of individual long-term ELL’s are assessed by their subject area teachers, as well as the ESL teacher and other support staff. Results of standardized tests, baseline DRA, Acuity test scores, Alternate Assessment and monthly ELA, Math, Science and Social Studies assessments, are combined with teacher assessments of class work, homework, promotional folders and anecdotes, to determine the specific needs of each student. Based on these findings, the long-term ELL may be placed in a class with the following services; AIS, etc. In addition, they may be recommended for the Saturday Academy, (2) 50 minute instruction, and the Title III ESL After-school Program. Long term ELLs are mostly students with disabilities. They receive differentiated instruction that is spelled out in their IEP’s.

   e. Former ELL’s up to 2 years after exiting ENL receive at least 2/45 minute periods weekly of ENL in the content area. These services are integrated within their ELA and Math classes. They are grouped accordingly and the ESL teacher differentiates the instruction using pictures, modeling, frequent summaries and re-presentation. As in all our classes, scaffolding is used.

   The parents’ of former ELL’s who tested at the Commanding level in the past 2 years on the NYSESLAT, are notified in their native language that their child tested out and will be receiving 90 minutes of ESL weekly. Proficient level students continue to learn through scaffolding, and differentiated instruction. They are placed in the same class on each grade as the ELL’s so that they can benefit from the services of the ESL teacher during periods of push-in. Students who received a score of Proficient on the NYSESLAT in the past 2 years are entitled to extended time on all NYS exams; and/or exams translated in to their native language. They are also invited to participate in all special events geared specifically towards the ELL’s. They are encouraged to visit the ESL teacher regularly to discuss concerns, problems, progress, etc. Subject area teachers are informed that Proficient level students are second language learners and may have needs that are different than native English learners and more similar to the ELL’s in their class.

   All ELL’s are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. The Parent Coordinator informs parents of all school activities on a regular basis. In addition to the targeted intervention programs listed above, ELL’s are also invited to participate to Saturday Academy, Title II and all other school programs.

6. 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?

   Teachers of ELL-SWDs are given ESL resources such as Skill Sharpeners, Pearson Longman ‘CornerStone’ catered to their respected academic levels, bilingual glossaries and picture dictionaries to aid with visual cues in differentiating instruction.
Small group instruction and the use of centers also allows lessons to be more student-directed; the teacher will facilitate to help students feel confident and take more ownership in given tasks.

7. 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?
Classroom and cluster teachers collaborate with the ESL teacher to plan differentiated lessons for SWDs utilizing the student’s IEP to look at students recommendations. The lessons are aligned with the common core standards. In planning, teachers decide if lessons should be taught in native language to facilitate comprehension and learning. P.S. 115 uses flexible scheduling to accommodate services for SWDs.

8. 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.
To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature such as Longman Cornerstone series, skill sharpeners, and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literacy skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills. In addition, our ELLs are assessed with Star 360 a program software which allows classroom teachers to hone in on the areas they struggle with academically. P.S 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. English is the language of instruction but support in the native language is provided.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Star 360 is a computerized data assessment program which assists in the diagnosis of each student’s individual needs. This program monitoring application is paired with accelerated reading comprehension that is designed to meet the needs of students along with RtI. Teachers College(TC) classroom teachers are given professional development by specialist from Teachers College on how to develop reading and writing skills to student with a basic foundation in content areas, its in second year of implementation.

10. If you had a bilingual program, what was the reason you closed it?
We are not planning to discontinue any programs/services for ELLs.

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

Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics, Science, and Social Studies. First year ELLs are exempt from the English Language Arts State Exam. While some of these tests are translated into the children’s native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.

Our Saturday Institute provides such additional support as well as improves English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Title III Supplemental instruction in Literacy, Mathematics, Social Studies and Science will be provided to the ELLs (in grades
Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics, Social Studies and Science programs at no cost to the Title III Program.

ESL instruction will take place during a Saturday Institute. The ELL Institute will run for thirteen weeks in four-hour sessions (from 9:00 A.M.-1:00 PM). There will be nine three-hour sessions for Literacy and Mathematics (February through April) and four four-hour sessions for Science (May). There will be one certified teacher for each class on grades Kindergarten/One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade four for Science.

Instruction will include lessons in Literacy, Mathematics and Science. It is hoped that through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

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

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students’ listening and speaking skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students’ strengths and weaknesses and will drive instruction and professional development. Our computer laboratory teachers implement desktop publishing the use of with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

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

Native language support is facilitated by dual language resource books given to all ELL concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks Haitian Creole which is the native language of the majority of the current ESL population at P.S. 115.

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

Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, dictionaries, audio/visual manipulatives and hands on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who provides and coteaches with content area teachers.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students’ listening and speaking skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students’ strengths and weaknesses and will drive instruction and professional development. Our computer laboratory teachers implement desktop publishing the use of with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.
16. 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).

Prior to the start of each academic school year, the ESL teacher contacts the parents of newly enrolled ELL students. A meeting is scheduled to inform parents of ESL programs offered. Orientation of the building is scheduled for the parents and the newly enrolled students this facilitates transition in a new environment/school which can be difficult for newly enrolled ELLs. Parents are also informed of the Title III immigrant program and Saturday Institute during the school year.

17. What language electives are offered to ELLs? There are no language electives being offered at this time.

18. 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)?

   Not Applicable

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**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 and non-pedagogic staff.) 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?

   1. Professional development workshops continue to take place during common prep periods, on Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

   The ESOL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESOL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students’ status and if necessary, Academic Intervention Services are provided.

   Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2017-2018 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to: T.C. training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

   Upon completion of the Professional Development workshops, teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

2. 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.
3. Our ELLs receive transitional support from the guidance counselor when they leave elementary and transition into Intermediate School. The Guidance counselor also engage our fifth grade ELLs in conversations about future career choices.

4. As per “Jose P”, all teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all Ell students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

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?

   Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas.

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

   Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. In addition, parent needs are evaluated at Title I and Title III meetings. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:
   - Services that parents can receive from agencies throughout the community and city
   - The use of the school website in order to access information
   - Accessing and interpreting Acuity information
   - The school use of voice messaging services

   Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

   Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

   January – TBD –
   February – TBD –
   March – TBD –
   April – TBD –
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<td>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.</td>
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Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Loren Borgese, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** PS 115  
**School DBN:** 18k115  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

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<tr>
<th>Name (PRINT)</th>
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<tbody>
<tr>
<td>Loren Borgese</td>
<td>Principal</td>
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<td>09/20/17</td>
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<tr>
<td>Nicole Green</td>
<td>Assistant Principal</td>
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<td>09/20/17</td>
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<tr>
<td>Jayne Sclavos</td>
<td>Parent Coordinator</td>
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<td>09/20/17</td>
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<tr>
<td>Joanne Saint Preux</td>
<td>ENL/Bilingual Teacher</td>
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<td>Abby Fuchs</td>
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<td>09/20/17</td>
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<tr>
<td>Meridith Moran</td>
<td>School Counselor</td>
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<td>Beverly Wilkins</td>
<td>Superintendent</td>
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<td>NA</td>
<td>Other NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>1/1/01/15</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne</td>
<td>Sclavos</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process. At our school, the
following languages are identified: Arabic, Chinese/ Cantonese, Haitian Creole, French, Spanish, Tagalog and Urdu. We use the interpretation unit of the Department of Education for other languages spoken by our parents. Parents are also given written translation and oral interpretation in their respected languages.

• Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).

• The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students’ homes

and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.

• Informal oral communication with parents and teachers also helps us determine the need for our on staff interpreters or the need for an interpretation unit.

• Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child’s academic development.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haitian Creole</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School/ Parent meet and greet</td>
<td>September</td>
<td>DOE Translation Services</td>
</tr>
<tr>
<td>Parent/Teacher Open School Night</td>
<td>November, March, May</td>
<td>Trained Pedagogues and DOE Translation over-the-phone Services</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Monthly</td>
<td>Trained Pedagogues</td>
</tr>
<tr>
<td>Saturday Academy</td>
<td>January - March</td>
<td>Trained Pedagogues</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to school</td>
<td>September</td>
<td>DOE Translation</td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>November, March, May</td>
<td>Trained Pedagogues</td>
</tr>
<tr>
<td>IEP, annual and initials</td>
<td>open</td>
<td>Over-the-phone translation DOE Services</td>
</tr>
<tr>
<td>Parent ELA/Math</td>
<td>March/April</td>
<td>Pedagogues</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, P.S. 115 has formed a Crisis team which consists of Administrators, Guidance counselor, Dean, School nurse, and teachers who speak second languages. The Crises team is trained on specific strategies to maintain safety in the event of an emergency. The principal also programs a robo-call to inform the parents and step by step instructions in their native languages to ensure that parents are informed.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

Staff members are aware through Professional Development and given the link to find resources to maintain compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our school will fulfill Section VII of the Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Chinese/Cantonese, French, Haitian Creole, Spanish and Urdu. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Chinese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

During each parent teacher conferences, parents are given Parent surveys to complete. The surveys are feedbacks from the parents/guardians. These surveys allow the school to monitor their progress and even deficits. This is how P.S. 115 revisits plan to create and develop an accommodating and seamless plan along with providing support for parents.