2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: \textit{(i.e. 01M001)}: \textbf{21K215}

School Name: \textbf{P.S. 215 Morris H. Weiss}

Principal: \textbf{Antonella Bove}
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

**School Name:** Morris H Weiss, PS215  
**School Number (DBN):** 21K215  
**BEDS Code:** 332100010215  
**Grades Served:** PreK-5  
**School Address:** 415 Ave S  
**Phone Number:** 7183392463  
**Fax:** 7189987235  
**School Contact Person:** Antonella Bove  
**Email Address:** Above@schools.nyc.gov  
**Principal:** Antonella Bove  
**UFT Chapter Leader:** Michelle Grecco  

### Parents’ Association President:

KatherineHappich-Braider  

### SLT Chairperson:

Lucille Intogna
Title I Parent Representative (or Parent Advisory Council Chairperson): 

Chi Kwok

Student Representative(s): 

N/A

CBO Representative: 

Jacob Lieber

District Information

Geographical District: 21 
Superintendent: Isabelle DiMola

1401 Emmons Avenue Brooklyn NY 11235

Superintendent’s Office Address: 

IDimola@schools.nyc.gov

Superintendent’s Email Address: 

718-648-0209

Phone Number: 718-648-2165

Fax: 718-648-2165

Field Support Center (FSC)

FSC: 

Executive Director: Mauriciere DeGovia

415 89th Street Brooklyn NY 11209

Executive Director’s Office Address: 

mdegovi@schools.nyc.gov

Executive Director’s Email Address: 

718-759-4862

Phone Number: 718-759-4960

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>Antonella Bove</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michelle Grecco</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lucille Intogna</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Eleanor Palmerie</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Chi Kwok</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>
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<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>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Pamela Allison</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Brittany Curatolo</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Katherine Happich Braider</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Danielle Tuomi</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Teresa Lamattina</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Joleen Crumbley</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Lorenzina Ruggeri Adesso</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Marissa Salino</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Carmela Carucci</td>
<td>Member/Parent</td>
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<td>Member/</td>
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</tbody>
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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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

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**

1. What is your school’s mission statement?

**Mission Statement**

P.S. 215 is located at 415 Avenue S in the Gravesend neighborhood of Brooklyn New York. We are committed to working collaboratively with our students, teachers, parents and the community to develop the potential of each child. In our learning environment, our goal is for all students progress at high levels in accordance with state standards. The school community includes a wide range of cultural heritages including Italian, Chinese, Russian, Latin American heritage and immigrant communities as well as first generation immigrants from Latin and Central America.
South East Asia, Georgia, Poland, Uzbekistan, Pakistan, Bangladesh, India and more. Our students make up a diverse learning environment which focused not only the academic excellence, but also on the arts and social awareness. We are dedicated to maximizing the individual potential of lifelong learners to become contributing members of our global society.

“AS WE ENTER TO LEARN, WE GO FORTH TO SERVICE OUR COMMUNITY AND OUR WORLD”

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. 215 is a school where the students feel welcomed wanted and where their accomplishments are celebrated and their ambitions are shared. The staff works to develop the enormous potential, uniqueness and diversity of each child. We are committed to working collaboratively with all members of our learning community. We believe that to become successful in educating our students to the highest standards, the assumption must be made by teachers, administrators, parents and the students themselves, that the students CAN DO IT. This is accomplished by exposing our students to a diverse learning environment. P.S. 215 is dedicated to maximizing the individual potential of lifelong learners to become contributing members of our society.

PS215 focuses on the individual learning progress of our students through a varied means of programs and assessments designed to promote the personal growth and academic development. Our highly esteemed Sigma Gifted program continues to provide the rigorous academic challenges for some of the best and brightest students in Brooklyn. That exceptionally high level of academic standard is a hallmark for PS215 and we continue our tradition of academic excellence. We continue to integrate technology to further support students in their current goals and prepare them for the next steps in their academic careers. Using technology, our learners are encouraged to plan towards their futures by our College and Career readiness programs designed to introduce them to the world ahead. We also continue to build our communication with parents, school leaders, and community representatives throughout our school community by utilizing our growing digital presence.

PARENTS AS PARTNERS

In order for our students to achieve their goals, parents must be included as partners in their child’s education. Parent involvement is the key to the educational development of children. We try to involve our parents in many ways including:

- We hold a multicultural festival in the evening for parents and students.
- We encourage parents along with their children to attend our family enrichment evenings. Three evening a week are set aside for various activities (e.g. cooking, yoga, dance, art, literature)
- We have a special Saturday morning program for the parents of our ELL population. These workshops offer a safe haven, where parents can gather to communicate ideas and address individual needs and concerns. Parents will be provided with effective communicating strategies, a variety of “quality time” activities that can be easily incorporated into their daily routines, as well as, ways to get additional support within the community.
- PTA meetings are held monthly. The Administration shares information pertaining to new programs being implemented. The members are integral part of our school community working cooperatively to bridge the relationships between the school and parents.

SPECIAL PROGRAMS

To foster the high expectation P.S. 215 has, we provide our students with a full range of programs in the arts and academia. We have a comprehensive arts curriculum that provides sequential standards based arts education to all students in grades Pre- K- 5.
We are proud to say that we have students involved in many musical activities from grade and class performances to our long-standing music program. Our instrumental program begins with our 3rd graders learning how to play the recorder, extends into chorus and continues with our 4th and 5th grade band.

We believe that health and physical education enhance and benefit the mind and the body. Students are given a varied and constructive gym program. The parents and students get a report generated from the Fitness Gram.

Our 4th and 5th grade students reach out to our community. Their fund raising efforts have resulted in contributions to such to charities as Susan G Komen, The ASPA, St Jude and the American Heart Association. They also collected Toys for Tots, Leukemia Charity and conducted food drives. This was all done through the Kiwanis Club’s “K-KIDS”.

Council for Unity promotes an atmosphere of integrated cultural values and acceptance of all people within the school environment. Students learn and practice how to support and communicate tolerance and peaceful conflict resolution.

EXTRA CURRICULAR ACTIVITIES

We are very proud of our after school academic and enrichment programs. We have reached out to our entire student body and have given them the opportunity to participate in a program that meets their individual needs. Many of these programs evolved from reviewing and analyzing our data. Below is a list of the many programs P.S. 215 offers:

- ELA and Math - Intervention and enrichment programs.
- ELL - After reviewing the data from NYSESLAT, we found that our ELL population needed small group instruction. To support them, we offer academic classes afterschool and Arts+ELA Saturdays.
- Upper grades plan and perform in productions varying from stage to Ballroom dancing, providing an opportunity for multilevel learners to contribute to the school community.
- Physical Education - We have a basketball team and cheerleading squad. We have an evening event, called Staff /Student Basketball Game. 5th grade students compete against staff. Parents and staff attend and witness the good sportsmanship and teamwork that the students display.
- We are thrilled that New York Junior Tennis League’s grant continues this year. Students from all grades get to participate in the program five days a week.

Building Teams

The Cabinet meets to implement observe and reflect. We are diligently, as a school community, setting SMART goals in all subject areas that are measurable and obtainable. Expectations of great success prevail throughout the school and in the students’ homes. Students help to assess their own performance and help to set their own individual personal and academic goal. This gives them a clear idea of how well they are doing and what they need to do next. Parents receive a copy of the goals and will receive a copy of the outcomes.

Pupil Personnel Team and School Implementation Team meet once a month to review Individual Education Plans (IEP) to ensure the quality of the IEP, services and recommendations as well as to make certain that the child has been placed in the Least Restrictive Environment (LRE).

School Leadership Team meets once a month to collaborate on the ongoing needs of the school. Parents and staff are equally represented.
Vertical Teacher Teams meets monthly to discuss pedagogical practices.

Safety Team meets monthly to discuss and amend safety procedures throughout the school building.

Attendance Team meets monthly to review absenteeism and lateness.

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

PS215 supports all learners by providing challenges and support for all students at their individual level.

To support our Special Education students, specifically designed instruction is used to bridge the gap between grade level and functioning according to each students' individual needs. PS 215 is well aware of the need for a multi-focal support team for students in ICT, self-contained classrooms, as well as, for those receiving support services which make up 14% of our population. Pedagogues are DOE trained in Orton Gillingham, and SPIRE to create opportunities for positive academic outcomes. iReady is used to for targeted assessment to drive instruction. socio-emotional supports include the availability of at risk counseling and multiple levels of integration throughout the general education activities and school community. Flexible Programming is used to create opportunities for Special Education students to participate in student-driven community service organizations such as Council for Unity and K Kids. During cluster-based activities such as Art, Gym, Science and Technology, Special Education students are integrated with General Education students to build connections and support appropriate socio-emotional development with their peer group.

At 21% of our population, our Gifted and Talented students participate in academic challenges specifically designed to challenge and support their academic and socioemotional development. PS215 continues to use the William and Mary Gifted and Talented curriculum and we are implementing more project-based learning, and Socratic seminars. To inspire digging deeper into Math, we are developing hands-on math projects focused on solving real world problems. For 2018/2019, PS215 will continue to provide structured learning experiences around College and Career readines with College Exploration projects and Introduction to Financial Planning in addition to extending positive use social media in an academic forum for our gifted students.

PS 215 services a growing population of students for whom English is a new language. Students come with various levels of formalized education and therefore they come with varied needs, including language acquisition, social-emotional supports for students and families and acclimation services. PS215 continues to develop and redefine the resources available to the students that are currently 33% of our population. Working closely with local CBOs, the local library and our PTA, our school community welcomes Immigrant and ESL families to all events and activities. Students are supported their English language development by curriculum created and differentiated by their ENL teachers working closely with classroom teachers. This year, PS215 has selected a new curriculum specifically for ENL students' second language acquisition. We are also expanding native language and culturally aligned ELA materials in further support of our newest school members.

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.

P.S. 215 saw gains through the increased intensity of Rigorous Instruction. Our ELA progress was supported through the increased use of targeted assessments to drive instruction through the iReady program. State ELA and Math Assessments show the continued need to target our growing ENL population. Supports for the subgroup of ENL and Special Education crossover students also requires reassessment. Both current and former ELLs need support to reach their grade level expectations, which we will provide through intensive refocusing of pedagogy and additional academic programs for those students.
### School Demographics and Accountability Snapshot for 21K215

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>920</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### Transitional Bilingual

| Dual Language | N/A | Self-Contained English as a Second Language | N/A |

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>22</th>
<th># SETSS (ELA)</th>
<th>25</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>22</td>
<td># SETSS (Math)</td>
<td>4</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>73</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

| # Visual Arts | # Music | # Dance | # CTE |

#### School Composition (2017-18)

| % Title I Population | 74.0% | % Attendance Rate | 93.4% | % Free Lunch | 67.0% | % Reduced Lunch | 8.3% | % Limited English Proficient | 21.6% | % Students with Disabilities | 14.3% |

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.8% | % Black or African American | 2.1% | % Hispanic or Latino | 25.1% | % Asian or Native Hawaiian/Pacific Islander | 23.8% | % White | 48.0% | % Multi-Racial | 1.0% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 10.21 | # 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 | 13% | Average Teacher Absences (2014-15) | 5.4 |

#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 64.8% | Mathematics Performance at levels 3 & 4 | 67.7% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 90% | 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

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | YES | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

##### Mathematics Performance (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | NO | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

##### Science Performance (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | YES | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

### High School

#### 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 |

#### Mathematics Performance (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 |

#### Graduation Rate (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 |

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2018-19 CEP 13
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.

Building on the increased performance of students on the NY 2017-2018 State ELA and Math, PS215 will deepen the use of formative assessments, applying the data from iRead to adjust curriculum and instructional decisions so that all students demonstrate increased mastery. According to the NYSED School Report card, PS215 is meeting or exceeding both District and State performance. By using iReady as the standard of measurement of school-wide, PS 215 uses common assessments to create a clear picture of student performance and progress and ensures all students are engaged in appropriately challenging tasks in ELA and Math.

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, 75% of targeted students will meet their individualized learning targets in ELA as measured by iReady assessments.
### 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Teacher(s) | - September Opening Day PD  
- November Election Day PD  
- June Anniversary Day PD  
- Monthly | Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Staff Developers, Trainers and Curriculum Support Specialists, iReady, Promethean Board Trainers, Educational Software Specialists, and Teachers |

Based on the need to provide rigorous instruction, PS 215 will provide structured, inquiry based, professional collaborations that will strengthen teacher instructional capacity.

Professional Development will continue to be provided in the following areas; enhanced data analysis; adapting instruction based on data analysis; planning for all learners to ensure academic progress toward grade level proficiency; improving teacher pedagogy through a deeper understanding of the Danielson’s Framework for teaching, as well as, The Framework for Great Schools. PS215 will further expand teachers' skills base through workshops in specialized academic software such as whiteboard skills and iReady.

Scheduled Assessments will be administered four times a year through iReady; the first to establish a baseline, the second to note growth, the third to assess progress and the fourth to measure individual AYP. Additional Assessments will be developed by the Vertical Team to create benchmarks for the Project Based learning units created and implemented by teachers. We will provide visible evidence that our instructional focus is embedded in all aspects of school practice including teacher planning, student work and administrative feedback. Tasks will be modified to meet the individual needs of the students along with scaffolding and UDL. These tasks will be administered with testing accommodations per their IEPs. Teachers will examine student performance trends and track progress using these assessments; classroom observation, grade level analysis and the additional data will be provided by software programs, selected for their ability to support individualized student progress.

| Teachers, students and administrators | - September-October 2018 Diagnostic,  
- December January 1st Quarter Assessment,  
- February March Midyear Assessment,  
- May-June 2019 End of Year Assessment | Principal, APs, teachers, Staff Developers, iReady and Curriculum Support Specialists, Educational Software Specialists. |
Teacher Teams: All teachers will be part of at least one team which will be aligned vertically and horizontally to increase school-wide shared goal making and achievement. Each team will collaborate with others to study and implement instructional practices that are impacted by both student and professional learning. Teacher teams will analyze multiple sources of data to support both teacher and student growth. Teacher teams will use protocols to assess student work and the effectiveness. Resulting data will be used to impact curriculum to meet student needs at measured points throughout the school year and informally through grade level and content area teacher teams.

### 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.

Parents will be effectively involved through hands on activities and the workshops given by teachers in our Parent Enrichment program, Community-based organizations and with Professional Workshop Providers. Teachers, family workers and the Parent Coordinator will work together to create opportunities for parent involvement including workshops and activities aligned with grade level interests and parents' request i.e. how to use iReady at home, phonics practice with my child and how to monitor appropriate computer use. Access and communication with parents will be supported through DOE translation policy, digital communication, social media, academic apps such as Remind, and extended access to at-home software programs.

### 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.

1. The professional development for all teachers will be implemented to deepen assessment practices currently in use.
2. Teachers will also receive training to target specific subgroups and support academic rigor.
3. Observations using the Danielson's Framework of current teacher practices will be used to select specific areas of professional development for classroom teachers to support pedagogy and ultimately student access to curriculum.
4. Technical training for new and updated hardware and software will also be given to teachers to ensure meaningful integration of technology into the classroom.
5. Teacher planning time will be allotted to create and implement parent/child home school connection curriculum
6. Teachers continue to meet weekly to discuss unit plans and make necessary adjustments based on classroom data and grade trends.
7. Curriculum writing in tandem with grade leaders as well as data analysis of assessments will be included and shared with the school community to support instruction.
8. Academic Afterschool programs and a blended instruction cross-content Saturday program will incorporate the Arts to offer multiple access points for all learning types.
9. Administrative walk-throughs as well as formal and informal teacher observations will be used to ensure that there is evidence of student engagement, rigorous instruction and high expectations are embedded throughout.

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

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<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>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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Part 5 – Progress Monitoring

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

In February 2019, iReady midyear data will reflect 75% of targeted students meeting their individualized learning targets in ELA.

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

iReady assessments will be reviewed by teachers, administrators, and staff developers to ensure that new and research based instructional practices are continuing to improve student outcomes.

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?

Our school community will continue to focus on supporting the growing ENL subgroup in our population. For 2018/2019, the current number of ENL students receiving services is 33%, an increase of 5% from 2017/2018. Per the School Quality Snapshot, PS215 continues to effectively support our ENL who perform at or above District and State standards however, in order to meet the 1% on the ELA exam and the 4% differential on the State Math exam as compared to similar schools, we will continue to improve instruction to meet the needs of our students. Rather than focus solely on ELA or Math Exam performance improvement, PS 215 will include targeted instruction to improve ENL student performance across content areas and across the grades, building success for the future. Although school-wide practice strongly supports high academic standards, the growth of this particular subgroup, their performance in the upper grades warrants a deepening of ENL strategies, scaffolds and curriculum to provide rigorous, intentional and engaging academic structures.

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, 75% of students for whom English is a New Language (ENL) will reach their individual goals in each of the four language modalities resulting in increasing their performance by one level on the NYSESLAT examination.
### 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).

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers and Paraprofessionals</td>
<td>September Opening Day PD</td>
<td>Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Staff Developers, Trainers and Curriculum Support Specialists, Generation Ready, iReady, Promethean Board Trainers, Educational Software Specialists, and Teachers</td>
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<td></td>
<td>November Election Day PD</td>
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<td></td>
<td>June Anniversary Day PD</td>
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<td></td>
<td>Monthly</td>
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</table>

Professional Development will continue to be provided in the following areas:

- Analysis and application of new Science standards to all classroom teachers
- Implementing structures for enhanced data analysis, such as iReady data, Go Math skill analysis, and the analysis of work to drive instructional choices at teacher team planning meeting.
- Curriculum revising to integrate new standards within the curriculum
- Planning for all learners to ensure academic progress toward grade level proficiency through the data collection and analysis to plan lessons
- Improving teacher pedagogy through a deeper understanding of the Danielson’s Framework for teaching as well as The Framework for Great Schools.

- All teaching staff (teachers and paraprofessionals) will be further trained in classroom supports for ENL students, such as the following:
  - Project-based Learning
  - Multiple Intelligences
  - Providing Rigorous Instruction to all
  - Universal Design for Learning
  - Integrating Technology in the Classroom
  - Multiple Entry Points
  - Modifications verses Accommodations
  - Writing Quality IEPs
  - Ongoing Assessments
  - Applying Data to Instruction
  - Distinguishing Language Acquisition from Learning Disabilities
Curriculum development and school initiatives will be vertically-aligned through Professional Development, weekly meetings by grade and department. Intervisitations throughout the school and district will be used to refine pedagogy as well as reflection student performance to collect and analyze data to guide instruction.

| All teachers | • Weekly | Principal, APs and teachers |

Socio-emotional development will be supported through school-wide initiatives, community outreach programs, cultural events, and activities broadening students’ understanding of their role as local and world citizens. Continued work with the CBOs such as the Jewish Children Agency and Department of Health and Mental Hygiene offices will provide ongoing and supportive services for Parent and Peer relationships, Online Safety, Child Development and Communication.

| Parents, Community, All staff | • Weekly | Principal, APs and teachers, and guidance and student support services, and Non-Profit organizations such as School Mental Health Consultants, NYC DoH |

### 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.

Parents will be supported through weekly family outreach practices, afterschool programs and on Saturdays through our Family Literacy Program which will include teachers, school administration and professional workshop providers to increase parent engagement and reinforce a strong home-to-school connection for families of ENL learners, 1st generation/ Immigrant Families. To refine and support a solid school culture welcoming to all and promoting positive student socio emotional development, students, staff and parents will participate in workshops and activities promoting a supportive and inclusive community. Specialists and school support staff will host workshops and activities to support Families of SWDs and ENL (SwELL) students.

### 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.

Teachers, school staff, community organizations such as the NYC Public Library, Mayor’s Office of immigrant Affairs, City Mental Health Agency and others as needed will commit their time and resources to this initiative.

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

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<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>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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### 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, 75% of ENL students will meet their individualized goals as measured by scoring a minimum of one level on the NYSESLAT.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. Student progress will be assessed through iReady, and the resulting data will be used to inform instruction to support students in meeting their learning goals.

**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.

PS215 supports all students in their learning and socio emotional development by meeting them at their level and providing the necessary supports to reach their academic goals. Our current assessment of the progress of our Student with Disabilities (SWDs) and our Special Education English Language Learners (SwELLs) on the ELA and Math exams show a need for review and refinement. Currently 80% of our Special Education Students score below proficient in ELA and 64% score below in Math State assessments. PS215 will dedicate resources and extensive targeted supports to assist these subgroups in reaching their individualized learning goals.

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.

Students with disabilities and ENL students with disabilities will meet their individual AYP as measured by I-Ready. Through ongoing professional learning and collaborative teaching practices, 75% of students with special needs in grades 3-5 will reach their individual learning targets in mathematics as measured by I-Ready assessments by June 2019.
<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). | Teachers and Paraprofessionals | • September Opening Day  
• November Election Day  
• June Anniversary Day  
• Monthly | Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Staff Developers, Trainers and, Curriculum Support Specialists, iReady, Educational Software Specialists, and Teachers |

Based on the need to engage in structured professional collaborations in teams that promote shared leadership and focuses improved student learning, PS 215 will provide the following:

Professional Development will be provided for Special Education strategies/programs such as the following:

• Orton Gillingham  
• ENL strategies  
• Scaffolding  
• Curriculum development aligned to common core standards and shifts  
• All teachers (Special Education, General Education, ENL teachers, clusters, and Grade teams) will work with the Vertical Team together on data and planning to ensure all learners academic progress toward grade level proficiency and above

Teachers with self-contained, ICT, and SwELL students be given individualized support through the following:

• Workshops geared towards implementing the IEPs, student data, and specifically designed learning strategies  
• Guided Intervisitons of educational consultants  
• Data Inquiry Team headed by administration  
• To refine and support an inclusive school culture  
• Promote positive socio emotional development

Teachers and paraprofessionals  
• Monthly  

Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Staff Developers, Trainers and, Curriculum Support Specialists, Professional Workshop Providers,
PS215 will strengthen socio emotional supports for SWDs and SwELLs school-wide with the support of our Student Based Support Team, and School Mental Health Consultant.

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<tr>
<th>Teachers and paraprofessionals</th>
<th>• As needed basis</th>
<th>Educational Software Specialists</th>
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<tbody>
<tr>
<td>Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Staff Developers, Trainers and, Curriculum Support Specialists, Professional Workshop Providers</td>
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### 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 will have direct and open communication with Teachers on Tuesdays during Parent Outreach as well as through the open door communication policy supported at P.S.215 at every level. Our Family Enrichment, Saturday Program and Parents as Partners Programs are in support of parents at multiple levels in our school community. Teachers, Family Workers and workshop providers will continue to ask and answer parents' needs to create a supportive learning environment for all students. PS215 will deepen its partnership with Understood, Include NYC, and School Mental Health Consultant for District 21 to find further avenues to address the specific concerns of this subgroup of students and families.

### 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.

Budget will be allocated in support of staff participation and planning, workshop providers, and resources for families and students. Administrators will guide common planning for pedagogues and paraprofessionals. Staff developers and Vertical Teams will review student progress through I-Ready assessments weekly and monthly for analysis and curriculum design. Afterschool programs and events will target parents and students needs, specific to their subgroup to encourage their participation.

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

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<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title III, Immigrant</th>
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<th>C4E</th>
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### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2018, the iReady mid-point assessment will be given to assess the success of the SWDs and SwELL students in meeting their individual learning targets in mathematics as measured by I-Ready assessments.

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

iReady assessments will be used to determine successful implementation of the supports applied.

**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.

PS215 is a community of life-long learners, willing to share their strengths in support of student advancement. The support of the principal and all members of administration will be shared throughout professional learning opportunity planning, workshop hosting, long and short term data inquiry, individual teacher coaching and hands on curriculum adaptation. In this way, subgroups within the learning community are supported in reaching their learning targets. These dedicated pedagogues will be given the opportunity to develop their leadership skills by working in monthly sessions with rotating teacher teams to promote effective use of available resources. With the addition of the new Amplify Science program for classroom teachers, PS215 has the opportunity to empower teachers as they adapt to new teaching practices.

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.

School leaders will provide on-going professional learning and supervisory feedback in the implementation of Amplify Science. As a result, by June 2019 students earning a proficient score on the State science exam will increase by 3%.
## 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).

### 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?

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Feedback for all teachers accurately captures strength, challenges, and next steps, articulating clear expectations for teacher practices in the new science standards (NGSS), supporting teacher development and aligning professional goals for teachers.

Based upon identified need for quality feedback teacher professional development will include the following:

- Inter-visitations internally and externally
- Workshops for grade-level appropriate technology for engagement
- Incorporating rigor cross content
- Weekly teacher and peer reflection on student work
- Continuation of an extended Professional Learning Community that will support teachers in design, implementation and assessment

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<th>Teachers and students</th>
<th>November Election Day PD</th>
<th>Monthly</th>
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<tr>
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<td>Principal, APs, teachers, DOE Professional Development Workshops, Professional Workshop Providers, and turn-keyed from Teachers</td>
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</table>
Administrative walk-throughs as well as formal and informal teacher observations will be used to ensure that there is evidence of student engagement, rigorous instruction and high expectations are embedded throughout. Danielson’s Framework, formal and informal observations, Professional Growth plans to support teaching practice.

Student work will be reviewed as part of the formal assessment process, including Informal and formal observation, noticing sheets and mid-year assessments will be reviewed to ensure that new and research based instructional practices are continuing to improve student outcomes. Additional data from sources such as by software programs such as Amplify and I-Ready will be included in the analysis of student performance where applicable.

Formal and informal observations, lesson plans (note differentiation and grouping) Differentiated materials. Data tracking for instructional tasks.

A series of workshops will be held to support classroom teachers’ understanding of shift in the Science standards and promote understanding of the new curriculum. Hands on practice with the Science Amplify trained cluster teachers will support teachers.

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.

Grade level meetings, events, and workshops will be held afterschool, Saturdays and through our Family Enrichment Program which will include teachers, school administration. Each meeting/event will be targeted to the standards and needs of the grade to create interest and encourage family participation.

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.

Time will be allotted for Teachers to attend DOE Professional Development Workshops participate in inter-visitations and turn-key to staff. Resources will be provided to teachers, students and families to support the participation of all members of the school community.

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 | X | Title I TA | X | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
**Part 5 – Progress Monitoring**

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

In February 2019, mid-point assessments will be used to assess progress in the implementation of Amplify Science. This data will be analyzed and used to inform instruction in support of students earning a proficient score on the State science exam increasing by 3%.

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

Student performance in formative assessments from the Amplify Science program will be used in February to assess student 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 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

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.

In order to be more responsive to our families, PS215 will continue to develop lines of communication and support through school events, targeted Parent workshops, PTA outreach, partnerships with Community-based organizations and technology. In response to the 2017-2018 school survey, PS215 will provide alternative options for parents to participate fully in the school community.

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—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, PS215 will increase and update the means of engagement and communication through multiple levels of the school community for ENL and Immigrant families. As a result, 75% of targeted newcomer ENL students in grades K-2 will meet or exceed reading goals as measured by Fountas and Pinnell.
### 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>• Monthly</td>
<td>Principal, AP, teachers, DOE Professional Development Workshops, Professional Workshop Providers such as Journeys Rep., Promethean Board Trainers, Teachers and others as indicated by usage</td>
</tr>
</tbody>
</table>

Based on maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults, PS 215 will provide Professional Development in the following areas:

- Implementing structures for enhanced data analysis
- Planning for all learners to ensure academic progress toward grade level proficiency
- Increasing parent engagement to establish a strong home school connection
- Enhanced technology training specific, but not limited to the meaningful use and integration of software and hardware in the classroom
- Extended use by parents and students at home will also be supported through workshops and events including training as indicated by parent response

Technology integration will continue across the school community as determined by Administration with the support of school support staff and Technology vendor specialists such as Apple support specialists, and additional support from software and hardware companies as determined by need including but not limited to Microsoft, Apple, CDW, NEWSLA, BrainPop, and I-Ready.

PS 215 will continue to develop an online presence reflective of student, parent and teacher needs. Hardware and software will be purchased and training provided to continue the development of our PS215 website with enhanced flexibility and accessibility for all users. Links to responsible social media communications such as Twitter which will be used in full accordance with Chancellors regulations and DOE guidance and expectations.

The Family literacy program will be updated to reflect the shifting academic and socio emotional needs of the families.

<table>
<thead>
<tr>
<th>Teachers and students</th>
<th>• Monthly</th>
<th>Principal, APs, staff developers and school support staff, CDW, NEWSLA, BrainPop, Microsoft, Teachers and others as indicated by need and usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and students</td>
<td>• Monthly</td>
<td>Principal, APs, PTA, Parent coordinator, Family Support Workers, school support staff, teachers, parents and vendors as applicable</td>
</tr>
<tr>
<td>Students, families, select</td>
<td>• Monthly</td>
<td>Principal, APs, PTA, Parent coordinator, Family Support Workers, school support staff, teachers, parents and vendors as applicable</td>
</tr>
</tbody>
</table>
and students. Cooperation from teachers and family workers, administration will provide the new format and structure of this program, using successful models as examples. CBOs such as the NYC Public Library will partner with PS215 to support the needs of our families.

<table>
<thead>
<tr>
<th>teachers, family workers, administration,</th>
<th>Family Support Workers, school support staff, teachers, CBOs, parents and vendors as applicable</th>
</tr>
</thead>
</table>

### 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.

Ms. Danielle Shapiro Librarian from the local branch of the NYC Library will participate in the development and implementation of an updated Family Literacy program. Further relationships will continue to be developed in support of our families’ wants and needs. We have positive ongoing relationships with NY Jewish Tennis League, Kognito at Risk, Jewish Childcare Agency, the Brighton Beach Ballet and have created a family center with our School Mental Health Consultant from the NYC Department of Health and Mental Hygiene.

### 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.

1. Professional development for all teachers will be implemented to update teaching strategies and technology usage.

2. A Parent Survey will be used to assess the family needs which will be prioritized and addressed per school funding availability.

3. Website and other digital communication with students and parents will be measured and monitored by school staff including administration, Parent Coordinator and Family worker using analytics and surveys both paper and online using options available through Google Survey for data aggregation where appropriate.

#### 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>C4E</td>
<td></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.

In February 2019, PS215 will use data collected through Fountas and Pinnell measurements to determine if 75% of targeted newcomer ENL students in grades K-2 will meet or exceed reading goals. Results will be used to inform continuing instructional goals.

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

Fountas and Pinnell assessment data will be used to determine student 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>
</table>
| **English Language Arts (ELA)**          | iReady, Fundations Benchmark Levels; RTI Tier II and Tier III Students; Formative and summative assessments; Students who were previously held over as well as those who are potential hold overs; Students designated AIS based on NYS ELA exam; At risk students; Students who are referred to PPT/SIT | 1. AIS  
2. ELL after school program  
3. ELL Saturday Program  
4. RTI  
5. SETSS/At Risk SETSS  
6. Fundations | 1. Small groups or 1:1  
2. Small group  
1. Parents and their children in small groups  
2. Small groups or 1:1  
3. Small group  
4. Small group | 1. During the school day  
2. After school  
3. Saturdays  
4. During the school day  
5. During the school day  
6. During the school day |
| **Mathematics**                           | Formative and summative assessments; Students who were previously held over as well as those who are potential hold overs; Students designated AIS based on NYS Math exam; At risk students; Students who are referred to PPT/SIT | 1. AIS  
2. ELL after school program  
3. ELL Saturday Program  
4. RTI  
5. SETSS/At Risk SETSS  
6. Fundations | 1. Small group  
2. Small groups, one to one  
3. Small groups  
4. Small group  
5. Small group | 1. During the school day  
2. After school  
3. Saturdays  
4. During the school day  
5. During the school day |
| **Science**                               | Formative and summative assessments; At risk students. | 1. Pictorial dictionaries  
2. Intervention as needed | 1. Small groups  
2. Intervention as needed | 1-3 During the school day |
| **Social Studies** | Formative and summative assessments; At risk students. | 1. Pictorial dictionaries | 1. Small groups |
| | | 2. Intervention as needed; tutoring | 2. Intervention as needed; tutoring |
| | | 3. One to one, small groups | 3. One to one, small groups |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Based on incidents; OORS reports, At risk students, teacher recommendations | 1. Pull out Services provided for at risk students as needed during the school day. The following activities may be provided: | 1. Small Group, 1:1 |
| | | ● Conversations and discussions. | During the school day |
| | | ● Crisis intervention and follow up | |
| | | ● Trust building activities and games | |
| | | ● Social skills training | |
| | | ● Character building | |
| | | ● Coping strategies | |
| | | ● Anger management skills | |
| | | ● Self-esteem strategies | |
**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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>At this time, we have no students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>PS215 informs and encourages students in temporary housing to take full advantage of free school meals, transportation to and from school, and Special Education or at-risk services if necessary. Additionally, basic school supplies (i.e. books, school supplies, school bag, etc.) are provided to the student(s) by the PTA if needed. A collaboration between the pupil personnel secretary, the support team and the administration is in place to ensure students have exactly what is needed for academic and social success while in school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>h/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The administration conducts an outreach using the New Teacher Finder as a resource to recruit new teachers to the DOE without prior experience; perspective teachers participate in a rigorous interview with a hiring team and are provided opportunities to demonstrate their pedagogical practices. Careful consideration is given to those individuals who possess dual licenses, i.e. Common Branch and English as a New Language (ESL) or General Education and Special Education. 100% of our teachers delivering core subjects are highly qualified. Moreover, all of our ENL and Special Education staff are certified in their respected areas and are deemed highly qualified. More than 90% of the teachers have been retained at PS 215 for more than 5 years. To continue to retain our HQT, teacher leadership opportunities will be offered to interested teachers as well as opportunities to lead afterschool activities and clubs for additional income. School-wide Team-building activities celebrating teacher dedication will be held to further value and build school community ties.

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).

PS 215’s administration conducts a needs assessment at the beginning of the school year. The results are used to determine what professional development activities are warranted throughout the school year. 100% of our teachers participate in high quality professional development delivered by our school staff as well as outside providers. Paraprofessionals participate in professional development with the teachers as well as are afforded opportunities to participate in professional development that is specifically designed for them. Topics for professional development include but are not limited to: Danielson’s Framework, Instructional Shifts, The Framework for Great Schools, and The Common Core State Standards.

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.).

The preschool curriculum is aligned to the common core curriculum which is used throughout grades K-5. Professional development opportunities are provided for all Pre-K teachers in conjunction with the rest of the school staff. Pre-K teachers are also afforded opportunities to participate in early childhood professional development, i.e. Work Sampling. Preschool students and teachers participate in all early childhood parent involvement activities. All Pre-K teachers are evaluated formally and informally by the administrative staff. Pre-K teachers meet with grade K teachers to discuss re-organization for the upcoming year. At this time records are exchanged and teachers discuss the best possible placement for each transitioning student. Students who have been classified as a preschooler with a disability are re-evaluated by the Schools Assessment Team or by the Committee on special education prior to their 5th birthday.

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.

Every teacher is on at least one teacher team so that every teacher has a voice in the decision making process. The selections of appropriate assessments are discussed at grade conferences, lesson studies, assessment, cabinet, and vertical team meetings. Once an assessment(s) has been selected, all pedagogues decide on the type of professional development needed to prepare, implement and evaluate the assessment effectively. Time is allocated to design, revise and norm rubrics to ensure continuity throughout the grades.

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. 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. 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>Funding Amount</th>
<th>Indicate the 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Source (i.e. Federal, State or Local)</td>
<td>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal, $535,222</td>
<td>x</td>
<td>12,13,14,18,19,20</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>x</td>
<td>18,19,20</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal, $25,294</td>
<td>x</td>
<td>18,19,20</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal, $5,292</td>
<td>x</td>
<td>18,19,20</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local, $5,243,691</td>
<td>x</td>
<td>12,13,14,18,19,20</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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>P.S. 215</strong>, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.S. 215</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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 Elementary and Secondary School Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

P.S. 215, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments. Parents are informed of the Title I program from the beginning of the school year through materials sent home and PTA meetings with members of the school staff in attendance. Teachers are encouraged to communicate the Title I program goal and the need for parent involvement. Multiple opportunities to discuss and participate in the Title I program development are offered with the support of the Family Worker regular communications in the newsletter, calendar, workshops and daily face to face interactions.

I. School Responsibilities: High Quality Curriculum

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 Elementary and Secondary School (ESSA) Act;

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;
• arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and
funds are available) transportation or child care for those parents who cannot attend a regular meeting;
• respecting the rights of limited English proficient families to receive translated documents and interpretation
services in order to ensure participation in the child’s education;
• providing information related to school and parent programs, meetings and other activities is sent to parents
of participating children in a format and to the extent practicable in a language that parents can understand;
• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent
Involvement Policy and this Compact;
• providing parents with timely information regarding performance profiles and individual student assessment
results for each child and other pertinent individual school information;
• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### 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;
- 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;

### 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 and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act 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

**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](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: _______</td>
</tr>
<tr>
<td>This school is (check one):</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>☐ Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: _____</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☐ K</td>
</tr>
<tr>
<td>☒ 6</td>
</tr>
<tr>
<td>Total # of teachers in this program: _____</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>
All programs at PS 215 will be in English, with some translated materials. The objective and rationale of these programs is to facilitate English Language Acquisition on the part of ELLs as well as to maximize their opportunities for success on the NYSESLAT and other state assessments. Parents and their children will be invited through all programs through a variety of means; translated letters and flyers sent home with children, mailed home, handed out at all PTA events and meetings as well as at school gatherings REMIND, Website postings, Twitter and automated phonecalls in 23 languages will be programmed to go home through the school service. Starting in October, P.S. 215 will implement a Saturday Enrichment program for Immigrant Families, ELLs and their parents.

For 2018/2019, PS215 will update the Family Literacy Program with the support of the local NYC librarian and the PS 215 Family Coordinator to create a more interactive learning experience for parents and children. Conceptually, the program will include language development through direct instruction and hands on activities aligned with the Common Core curriculum to provide support for parents and students alike. The after school program will be implemented on Wednesday and Thursday from 2:30 pm-4:30 pm from November through April. PS 215 will focus on small group instruction for second language acquisition to better support students in achieving higher results on the NYSESLAT and ELA State Exams. Students will be grouped by ENL level as determined by the NYSESLAT, with no more than two levels in each grade level group to facilitate targeted language development. In this way, specific language skills can be addressed in line with grade level expectations as determined by the Common Core State Standards.

Materials to be used are computers, ipads, smartboards, textbooks, workbooks and various art supplies. All instruction will be in English with native language support as needed. The iReady program creates and individual learning path for students and identifies the skills they need supported. The skill strengthening exercises generated by the program will be used with groups of 4 to 5 students for further practice and development. Attendance will be kept for every session and kept with a copy of the weekly date reports from iReady, tracking student progress.

NYS ESL teachers will be hired for each after school class. We will maintain small class sizes of under 20 students to maximize the instructional benefits. If ENL teachers are not all available from within the school community or from nearby schools, general education teachers will be hired on a per session basis but will be required to work and plan closely with the ENL teachers to provide consistent and strong second language acquisition support. If classroom teachers are needed, they will be matched with the grade level to maintain a consistent content area knowledge and will act as the primary afterschool teacher for that group from 2:30-4:30pm. Classroom Teachers who completed training in ENL strategies and methodology through the Generation Ready program will be enlisted to participate. ENL Teachers will meet weekly with classroom teachers to plan for afterschool classes and review students’ progress through written work and data analysis from the iReady program.
## Part C: Professional Development

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

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

Begin description here: 

In order to promote academic excellence and quality instruction, Title III program teachers and staff responsible for the delivery of instruction and services to ELLs will receive training in:

### Technology:

As school wide goal, Teachers will participate in training in new software and programs in use to meet the school goal of meaningful integration of technology in the classroom and throughout the school community. Specifically workshops supporting the iReady program, Flowcabulary, NEWSLA, Interactive whiteboard use and basic computer programs will be held to broaden the knowledge base for pedagogues. This series is included in the school-wide budget.

### Common Core Learning Standards for ELL Students

- Through a series of workshops given by internal and external Professional Development providers and Educational Consultant Pamela Kinnon, both ENL and Classroom teachers will work with the components and structure of the common core standards and will engage in creating rigorous tasks in literacy and mathematics. Teachers will realign standards with content; design tasks/rubrics via unwrapping the standards and will create curriculum maps via a mapping backwards technique that outlines the required skills needed by students in order to successfully complete the unit. This series is included in the school-wide goals and is funded by the larger school budget.

### Differentiation

- This series of workshops will focus on ESL teachers refreshing their toolkit of instructional methodologies to meet the needs of all ELLs, including SwELLs. The monthly sessions will be given by professional workshop providers, DOE representatives and turnkeyed teacher-led workshops. Additional support will be provided by the weekly cycle of observation of the new strategies' implementation by the educational consultants. The resulting feedback will be used to further adapt curriculum and drive instruction. Training will take place during the school day, after school and on Mondays during our Professional Development for teachers and paraprofessionals. Attendance will be taken at each event and kept in the Professional Development binder in the main office along with copies of materials for reference. Consultants specific to ENL teachers will be included in the Title III budget.

The Common Core Learning Standard aligned materials used for the standalone classwork, designed to promote Second Language Acquisition are: The iReady and its' skill support materials for small groups as determined by student data. The ENL afterschool program also will use iReady skills-based practice work for small groups, Finish Line for ELLs 2.0 English Proficiency Practice as well as teacher-created materials to support ELLs second language acquisition. Materials will be provided from the Title II budget, augmented by the school-wide budget as needed.

## 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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: ____

Our Parent coordinator, Social Worker, Guidance Counselor, Family Worker ENL Department and Administration will meet as a planning team to coordinate reaching ENL and Immigrant families with the aim of building connections within the school community. Our required meetings for Parents will be held promptly in September with the additional support of the PTA to increase participation. Our Parents as Partners workshop series will continue with representatives from the Mayor's office of immigrant Affairs and other Community-based organizations including but not limited to WANY, MOIA, Safe Horizons, YAI, Chinese American Planning Council and more, pending availability and school need. We have adjusted our hours for the workshops to include more working parents based on their input from 2 surveys and will include an additional option for parents to participate in our Family Literacy Program, dependant on parent response. Our intent is to provide a broader base of support and increase the network of assistance to our non-native born families and assure them of the welcome and support available from our school community. Interpreters will be available for select events throughout the year, including our school staff members as well as professionals from The Big Word. Our increased digital presence will allow for greater communication and more access to events and information from PS215, also created in response to the parent's requests. The school website includes translation options and materials, the REMIND app allows for two-way communication in 20+ languages, which creates opportunities for meaningful interaction. Monthly workshops will vary from daytime to evening hours to accommodate all parents’ schedules and are planned for September, October, November, December, January, February, March, April and May. Parents will be notified by translated letters as to when and where these workshops will take place as well as by newly translated automatic phone calls, paper and digital calendars, social media and the REMIND app. Agendas, attendance sheets and copies of invitations in parents’ preferred languages will be kept by the ENL department and the Parent Coordinator. All events, services and activities will be planned and implemented as a team throughout all levels of the school community to increase communication at all levels.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
</tbody>
</table>
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem | N/A | N/A |
| Purchased services  
  - High quality staff and curriculum | N/A | N/A |
### Part E: Budget

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

<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></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</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 Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Brooklyn</td>
<td>215</td>
</tr>
</tbody>
</table>

School Name **Morris H. Weiss**

**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>Antonella Bove</td>
<td>Cassandra Brennan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Janine Gossett-Price</td>
<td>Brittany Phillip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Suzanne Hanrahan</td>
<td>Isabel DiMola</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>5</td>
<td>0</td>
<td>2</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>1</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>909</td>
<td>167</td>
<td>18.37%</td>
</tr>
</tbody>
</table>
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</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>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>TBE</td>
<td></td>
<td>X</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>X</td>
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<td>DL</td>
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<td>X</td>
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<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

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>
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<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>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
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</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.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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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?

   PS215 is now an iReady school with full implementation from k to 5th grades. In this second year of the iReady program, we will continue to use Fountas and Pinnell to assess the literacy skills of our ENL students. This assessment is done 3 times a year for all students in every grade and is used to determine each student’s current independent and instructional reading level. The iReady assessments are scheduled 4 times a year, however individual assessments are completed as needed through the school day. The quantitative data creates the opportunity for deeper analysis of student progress in language acquisition including reading levels, phonemic awareness, reading readiness skills and writing skills. Teachers use this information to better group the students during guided reading, writing groups, math instruction and for lesson differentiation. The quantitative data also reveals how the students, including ENLs, are learning reading via phonetic instruction and if necessary Tier II interventions and if necessary Tier III interventions. The data is collected after the initial NYSITELL testing is completed school-wide.

2. What structures do you have in place to support this effort?
ENL and Classroom teachers work closely together to support ENL learners with hands on support from administration. Staff development for all teachers in their curriculum development, data collection, analysis and assessment of ENLs’ progress and needs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment) are used to identify baseline, progress and areas of need? We evaluate the success of our program based on achievement percentile and number of students (1) making progress in English language proficiency (3)NYS ELA exam. The data used for this determination includes but is not limited to: NYSESLAT, ELA, classroom assessment profiles, ELL Periodic Assessments, Fountas and Pinnell benchmarks as other formative and summative assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered? Small group instruction inside the classroom and during pull-out instruction and materials are adapted to address students’ needs. Targeted small group instruction generated from the iReady program provide significant support to struggling students. Additional interventions and supports are developed by ENL teachers to allow access for all learners. Student progress is assessed at 4 crucial points throughout the year and after-school programs.

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 the RtI Guide for Teachers of ELLs] We collect data from a wide variety of sources e.g., NYS ELA Exam, NYSESLAT, NYS Periodic ELL Assessments, iReady, Fountas and Pinnell benchmarks as other formative and summative assessments. With appropriate analysis and interpretation of data, P.S. 215’s educators can make informed decisions that positively impact students’ learning.

Development for both new and veteran classroom teachers continues to address ELLs and SWDs with special focus on Special Education and Gifted Education, and fall within the area of need within the school community and appropriate resources and care will be provided them. In addition, ENL teachers will participate in teacher training opportunities. School staff continues to update our Response to Intervention Framework (RtI) based on recommendations required by DOE mandates. Students (including ELLs) are selected for TIER II or TIER III interventions if they require targeted or intensive instruction and materials are adapted to address students’ needs. Targeted instruction based on their strengths and needs. Targeted instruction based on their strengths and needs.

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] The results of the NYSESLAT/NYSITELL Assessments, NYS ELA scores, NYS Math scores, iReady and Fountas and Pinnell, are used to inform instruction and materials are adapted to address students’ needs. Targeted instruction based on their strengths and needs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Weekly Grade meetings, biweekly Data Inquiry team meetings and Vertical Team meetings meet regularly to share data and determine how to address the needs of our students.

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. 215 has a Freestanding ENL Program with integrated ELA and standalone time according to their ENL level per the NYSESLAT and/or NYSITELL Exam. Heterogeneous groups within each grade or grade band are serviced by certified ESL Teachers who work in conjunction with classroom teachers to provide substantive support for students in the language acquisition process. Core curriculum is scaffolded for ENL learners to provide further support in the
classroom. In 2018, PS215 will implement a new common core aligned curriculum, designed specifically for Second Language Acquisition for ENL students. This curriculum, based on the SIOP method, will use grade level content to as the basis for learning language structure and syntax. In this way, students will receive further reinforcement in the grade level content and create opportunities to deepen their learning while acquiring English. Technology is also implemented as a support through software specifically designed to target their individual learning goals across the content areas. Teachers and students benefit by the built-in supports provided within the structure of the school community.

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)?

   Our primary goal in supporting our English language learners is to ensure that we have a highly supportive and welcoming environment for all learners. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent choice and instructional periods required. The schedules for the ENL teachers that are pushing-in to general education classrooms for the integrated ENL minutes is completed by the Assistant Principal supervising ENL, the STARS scheduler and the ESL teacher to ensure that students are being serviced in accordance with CR Part 154. Walk-throughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction in second language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs and academic levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the school team devises a schedule that prioritizes, above all else compliance with and adherence to the mandated time allotments for servicing the English Language proficiency levels that characterize our ELL Population. 360 minutes per week are allocated for Entering, and Emerging ELL students; 180 minutes per week are allocated for Transitioning and Expanding ELL students; 90 minutes per week are allocated for Commanding ELL students. For all in classroom support, the ENL teacher and classroom teacher work together to provide scaffolded materials for students at all levels to access grade level common core aligned content. iReady is also used to provide specific feedback on student progress in support of individual student academic goals. In 2018, the ENL teachers will implement a new standalone curriculum, specifically designed for Second Language Acquisition and aligned with common core curriculum. Commanding students receive individualized instruction with the data from iReady, targeting their specific areas of need and working in small groups with their certified ENL Teacher.

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.

   With our content-area instruction encourage our students to develop higher order thinking in all subject areas while at the same time acquiring the English Language. With regard to content area instruction, our ENL teachers use a variety of instructional approaches to foster language development and meet the demands of the Common Core Learning Standards, such as The Total Physical Response (TPR); The Whole Language Approach; The Natural Approach and the Language Experience Approach. Teachers use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers are used before presenting a reading passage. The additional contextual information in visual form makes the comprehension task easier. In addition, the teachers use cooperative learning strategies i.e. Peer Buddy/Small Group Activities/Pairs and Threes as well as other interactive strategies, such as KWL Charts, Role Play, and Games. For 2018, PS215 is reinvigorating our standalone ENL program by introducing a new curriculum, designed to foster second language acquisition using the content aligned with the common core standards. This SIOP-based program uses cross-
content themes and project-based learning to reinforce grade level content in an accessible manner while expanding the development of English across the four modalities.

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

At the beginning of each school year we analyze our ELL population using NYSITELL, NYSESLAT results, Home Language Identification Survey, school history and parent interviews. We order NYS exams in native languages, such as math, science and social studies. In-house school staff speak several languages prevalent in the school community and we provide native language support when needed with students. Several software programs in use school-wide provide portions of their programming in multiple native languages.

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

Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ENL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ENL instruction and provided with remedial instruction wherever necessary. The curriculum is adapted so that students learn critical content in a way that is effective, accessible and age-appropriate.

Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

Students in US schools for less than 1 year are considered Newcomers. The mandated instructional time is provided during the school day. The ENL teacher works closely with the classroom teacher to make sure that the student’s needs are addressed. Newcomer books, as well as other instructional materials are provided by the ENL teachers and are incorporated into the classroom. The classroom curriculum is scaffolded by the ESL pedagogues to provide further access points for ENL learners. Programs such as iReady and Go Math provide individualized support for students, meeting them at their level with work designed to bring them up to grade level.

The ENL teacher works jointly with the classroom teacher and service support providers to support ELLs with 4-6 years in the ENL program. Long-term ELLs benefit from the individualized learning path created in the iReady program. All teachers use the data to target specific areas needing support or improvement. Long-term ELLs may appear fluent, but may be lacking in their English comprehension, vocabulary and writing skills. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need with data form iReady, Go Math, unit exams and teacher-created assessments. These interventions include AIS/RTI services in Reading and Math. Teachers use scaffolding and continue to use linguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language and broaden vocabulary. ESL teachers specifically support second language acquisition development through direct instruction during the standalone mandated minutes.

Former ELLs receive testing accommodations, such as separate location. Moreover, former ELLS are further supported through an ongoing collaboration between ENL providers and classroom teachers which includes common planning time, cultural responsiveness and continued implementation of ENL strategies for 90 minutes per week. Commanding students benefit from the individualized learning path created in the iReady program. Both the classroom and ESL teachers use the data to target specific areas needing support or improvement.

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?
Instructional Components
• Language Development activities that address the four language strands: reading, writing, speaking, and listening.
• General education classroom teachers in addition to the ENL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs’ background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on-going basis and instruction is modified based on academic need.
• The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based as well as modified for ELL students.
• Use of technology to provide multiple access points and individual support in the learning process. PS 215 will add the use of software that we have successfully reaching our SwELLs, specifically the Imagine Learning program.
• Teachers further develop the acquired vocabulary and content through student conferences.
• Extended use of scaffolding methods during components of literacy program. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment
The appearance of the environment in which ELLs receive their instruction is just as important as the lessons taught there. A positive, organized and risk-free environment denotes respect for the learners. It is a classroom that motivates the learner and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encourages students to have a sense of belonging, ownership and independence. The physical appearance of the room should promote language and become comprehensible to the students whose native language is other than English. These include:
• A meeting area to promote whole class instruction
• Children’s work folders, located in a specific, neatly organized, visible area
• Leveled classroom libraries with culturally relevant stories available for their use
• Print rich environment provided by charts, student work and content area word walls
• Furniture arranged to allow easy access and visibility by the teacher in clusters for group discussions and cooperative learning
• A flow of the day denoting the activities of the day
• Charts specific to unit of study in literacy and other content areas
• Word walls with high frequency words aided by visuals as needed for ELLs at various levels

In addition to the above students with disabilities (SWD) who are also ELLs are provided with:
Vocabulary picture cards; bilingual picture dictionaries, bilingual glossaries; as well as provided with limited number of choices, less complex assignments and assessments; single concept instruction, repetition, modified speech/word enunciation, additional scaffolding and modeling and/or guided practice.
Currently, we have 2 students that require a bilingual placement; therefore an alternate placement paraprofessional is provided for those students.

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?
ELLs identified as Special Education Students, or SwELLs, with special needs are in general education classroom, Integrated Co-teaching classrooms as well as self-contained classroom. Our school recognizes the importance of flexible programming and uses the full continuum of special education services to meet students needs in the least restrictive environment. SwELLs that are in an integrated co-teaching classroom are scheduled to receive push in services. Careful attention is given to ensure that ELL services do not conflict with their required special education mandated services. All service providers, including ENL teachers, are asked to complete a master schedule for each student which are located in the IEP Coordinator’s office. Because ENL sessions are longer than any other service delivered in our school, ENL providers are asked to schedule their sessions prior to any related service provider i.e. speech, OT counseling etc. Once all the services for each SwELLs are scheduled, each student’s scheduled is carefully reviewed to ensure that there is no over lapping of services. All of our SwELLs are educated alongside their general education peers for the following subject areas including but not limited to, gym, art, music and technology. The needs of these students are accommodated by including smaller group size, the presence of a
paraprofessional during ENL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, technological resources such as Smart boards, websites like Brainpop.com and using the Internet for learning and research. This year, PS215 will add the use of Imagine Learning software to our self-contained classrooms, based on past success with this population. ENL teachers are provided with copies of students’ Individual Education Plans and work closely with the classroom teachers and/or service providers to ensure that instruction is delivered appropriately, expectations are high and goals are achieved in a timely manner.

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.

Targeted interventions are services provided in the classroom for our ELLs during the regular school day by the student’s classroom teacher. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Students are assessed on a bi/weekly basis using specific probes. Teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Struggling students, including ELLs, and those identified at risk for not meeting grade level standards receive intensive intervention services (TIER III). Once these students are identified, the ENL Teacher and and the RTI Intervention Specialist design a program that will meet the individual needs of these struggling students in the classroom. These students may also receive Academic Intervention Services (AIS) if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. We are also in the process of implementing ELA software school-wide that will create an individual learning path for students. The program has specific modules for ELLs and SWDs to provide further support in school and at home. Additionally, we will provide strategy specific Professional Development for Teachers from both internal and external providers.

The following is a list of targeted interventions:

**ELA**
1. AIS
2. RTI
3. Grade 3-5 After school Program
4. Recommended Extended Day Grades 1-3
5. Fundations

**MATHEMATICS**
1. Small group instruction
2. AIS
3. 4th and 5th grade after school Math Program
4. Go Math re-teach lessons
5. Math Exemplar graphic organizers

**SCIENCE AND SOCIAL STUDIES**
1. Pictorial dictionaries
2. Science resources are provided for at risk students in the form of online activities as well as in print
3. Highlighted tape is used to note key points in texts
4. Student content vocabulary word lists

9. **Based on data and trends, what new programs or improvements will be considered for the upcoming school year?**

In the past several years we have had a Saturday Program that included parents of ELLs accompanying their children. Activities include: small group instruction to address needs, language development activities as well as arts and crafts. Moreover last year we offered an ENL after school program 2 days a week. Students worked through their individual academic plan an din small groups to meet their language and the demands of the common core standards. Pending budget allocations for 2018/2019, we have decided to continue this program this year. Additionally, more project-based learning will be
incorporated in the afterschool program which, per the SIOP method, will build language proficiency within the context of the grade level content.

For a second year, we will continue to use the iReady program and Ready New York to support students development and use the accompanying data for analysis. Pending further analysis of student performance for school year 2017/2018, we plan to implement Imagine Learning for ESL and SWD learners based on feedback from teachers. The classroom and ENL teachers saw much stronger gains with SwELLS using this program as opposed to the iReady program so we will adjust our support accordingly. Combined with deeper professional development with targeted strategies for ENL learners, we intend to provide the support needed to improve ELLs and SWD ELLs English development as evidenced by higher numbers of students scoring in the Commanding range in the NYSESLAT and higher scores on the ELA exam.

10. If you had a bilingual program, what was the reason you closed it?

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

All ELLs are afforded equal access to all our school programs. All after school clubs, music, art, shows, plays, and family involvement evenings are open to the entire academic community. These notices are translated into parents’ native languages. There is a Title III program that consists entirely of ELLs. The Title III after school program will serve 30 students. We offer an ELA and Math test prep program in grades 3-5. Over 70% of ELLs participated in the test prep after school program in grades 3-5.

In past years all newcomer, beginner, and struggling ELLs were invited to participate in the after school program where they receive scaffolded instruction in the content areas as well as literacy and math. In 2017/2018, we invited targeted student groups to focus on specific skills with students struggling with comprehension and writing. The program usually runs from October through April. The ELL After School program will now consist of two parts: students will spend time working on their individualized learning plan with the support of small group instruction on targeted needs as determined from data and project-based learning projects that are cross content, and common core aligned (math, science, social studies, art, literature, or health). This hands-on part of the program is used to motivate the student to write as part of their finished product and is used to improve the writing skill necessary for English language proficiency. Once the students’ projects are finished, they share their products with the other students in an interactive format to further increase comprehension and academic vocabulary development. This sharing part of the program is used to help the student practice and improve the skills necessary for English language proficiency as well as to improve the students’ academic self-esteem.

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.

At P.S. 215 we realize the advantages of using technology in the classroom, especially for our ELL students. All of our classrooms are equipped with SMART Boards. Using SMART Boards in the classrooms engages our ELLs because it uses an interactive multi-sensory technology. We use programs and websites such as Newsela, Flowcabulary, Starfall and Brainpop, we also use multicultural literature, author studies, such as Eric Carle; Leo Lionni, Nonfiction literature: Time for Kids; newspapers; scholastic news for kids, and Audio Listening Centers: read alouds; read alongs and music. We use instructional software such as Go Math as well as the iReady ELA software program which creates individual learning paths for students, data for teachers and parents and is readily accessible form students homes as well as within the school. Additionally, Imagine Learning will be used this year to support the self-contained classrooms with SwELLS.

- Starfall- website that teachers students’ how to read using a phonetic approach; contains features, such as phonics games and online interactive books
- NEWSLAA-an interactive website that scaffolds current events and supplemental non-fiction reading, some native language support is available
- BrainPop: Website that provides English and Spanish educational support in the form of educational movies, leveled quizzes, games and activities in all academic subjects.
- Time for Kids: a news magazine geared toward K-5 students that offer age appropriate news stories and current events.
- Scholastic News: A weekly magazine that contains both fiction and non-fiction articles and stories.
- Audio Listening Centers: Designated space within the classroom where students use audio equipment such as headphones to listen to grade appropriate material.
• Bilingual texts: Books that contain text written in English and a student’s native language. All of the above instructional materials are used with all ELLs and former ELLs to various degrees.

For 2018, PS215 is reinvigorating our standalone ENL program by introducing a new curriculum, designed to foster second language acquisition using the content aligned with the common core standards. This SIOP-based program uses cross-content themes and project-based learning to reinforce grade level content in an accessible manner while expanding the development of English across the four modalities.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native Language support is provided in the form of peer-interaction whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ENL instruction. Correspondence is sent home in parents’ native language. We have use of an in house bilingual staff to provide translation services. If necessary staff members are instructed to use the DOE translation unit and phone service.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All students, including ELLs, are placed in grade and age-appropriate classes with their peers. We currently have 4 ENL providers on staff; Janine Gossett services Kindergarten; Beth Kopelowitz services grade 1; Angela Chung services grades 2 and 3; and Danielle Tuomi services grades 4 and 5. Each group consists of no more than two consecutive grade levels. Materials are age appropriate, and are used to build capacity and comprehension. We use scaffolded Journeys and Ready Gen curriculum in line with the classroom teachers as well as targeted ENL resources such as NYSESLAT Prep books and software programs specific to their needs.

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?
Although District 75 school PS234 is co-located in our building, they occupy only 5 classrooms. PS215 works with PS234 to share access to the cafeteria, auditorium and schoolyard with very low impact on our students.

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).
Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students’ native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides information to the the parents of ELLs. We offer parent workshops for newly enrolled ELLs at the beginning of school. We also hold a “meet and greet” for the students and their parents. increasing the opportunities for interaction within the school community.

17. What language electives are offered to ELLs?
Elementary schools do not offer language electives.

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)?
Currently, P.S. 215 does not have dual language programs.
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?

Professional development (PD) is offered to all teachers and Paraprofessionals at PS 215. PD is incorporated during Monday afternoons, PD days and others throughout the school year. ENL Strategies and techniques, use of Technology with ELLS and how to support ELL class participation are topics planned for the 2018/2019 school year. Consultants and ENL Specialists will also give PD for classroom teachers to meet the mandated hours of PD in the ELL content area. ENL consultants, teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, and instructional team meetings. This support team will prepare presentations, suggest methods and strategies for working with ELLs in addition to supporting school staff. The ELL professional development received at these instructional team meetings will be turnkeyed to remaining classroom teachers and paraprofessionals. These workshops include topics, such as: cultural awareness, modifying Instruction to increase comprehension, building and teaching vocabulary and the use of technology in the classroom specifically to support ELLS.

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.

ENL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ENL teachers, administrators and secretaries consult with parents, teachers and students on issues related to transitioning to middle school. The guidance counselor, social worker and psychologist support the social aspects of coming into a new country or new school. ENL teachers and the parent coordinator also provide information to parents, teachers and other school staff about ENL programs in middle schools, exam information, the general transition period and creating support networks in their new school. ENL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child’s future. Moreover, we send translated middle school fliers; middle school application information in the parents’ native language.

Several professional development sessions are scheduled with the entire school staff which includes School Administration, Parent coordinator, Secretaries, Para-Professionals, related service providers, social worker and school psychologist, general education and special education teachers, under the direction of the ELL Instructors, Assistant Principal and Professional Development team.

2018-2019 ELL Professional Development Calendar and Plan topics include:

- Cultural Awareness and Responsiveness
- Social and classroom interaction for ELLs
- The 4 domains (Vocabulary, comprehension, writing and oral language of English language instruction)
- ESL Instructional approaches and methodologies.
- ESL Performance Definitions
- Language acquisition process for writing
- RTI and ELLS
- ESL instruction and the Common Core Learning Standards
- Accelerating ELL student achievement
- Setting high expectations for our ELLs
- Best Practices for Teaching ELLs

All agendas and sign in sheets as well as copies of materials and hand-outs are maintained in a Professional Development Binder located in the main office.
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?

ENL teachers will provide annual individual meetings with parent of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas on Tuesday afternoons during out parent outreach allocated time. The main office is maintained as welcome place for ELL parents for assistance with the multiple aspects of integrating into the school community. Increased communication with teachers is further encouraged by the addition of translated letters to support parent knowledge of student progress, community events and activities.

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

To increase access and encourage ENL and Immigrant Parent involvement, PS215 is developing a Family literacy program in tandem with the local branch of NYC Library. At this time, ENL pedagogues, the Assistant Principal supervising ENLs and the Family Coordinator are working with the local librarian to create a program of interest and in support of our families. Records of the meetings and any ensuing issues will be kept in a secure location with the associated ENL documentation. This program will support the second language acquisition of the families with their students in hopes that the overall increase of literacy will encourage a focus on education and school involvement. We intend to provide an open door for parents to express their needs and the opportunity for our school to address them promptly.

P.S. 215 welcomes parents of all children to be a member of our academic community. In the last 3 years we have increased the amount of translated correspondence sent home to parents and created a new structures in place within the office to support increased access for parents of all languages. We provide translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This year we plan to hold the following workshops: Tips for Parent Teacher conferences; Parent Survey Assistance and Dial a Teacher. The following programs are specifically designed to foster communication among parents of ELLs. Every year we have Multicultural night where parents prepare food from their native countries and were available to exchange recipes with other parents. On Saturday mornings we offer an ENL enrichment program for parents and their children; parents are informed of ENL activities that take place during the school day as well as given an opportunity to ask questions and address concerns. On Monday and Tuesday evenings, Parent Enrichment nights offer a variety academic, arts and wellness workshops for parents to participate in with their children.

Additional Information

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

The ENL program at PS 215 has been historically successful with most of our students attaining proficiency and testing out of the ESL program by 3rd grade. The number of students in our ELL program at the upper grade range is significantly lower than the students in the lower grades. Traditionally, our number of ELL students at the entering level decreases dramatically after one year of ELL instruction. Those students progress rapidly to subsequent levels and many pass the NYSESELT exam. However, the resulting data from the last three years precipitated an in-depth examination of our ENL program resulting in a shifting of academic support of ELLs, through a realignment of the available ELL scaffolded materials, targeted PD specific to ELL strategies for classroom teachers and increased use of technology both in the classroom and at home.

However, the population is shifting and we now have an increased number of students entering in Kindergarten as well as increasing numbers of students entering upper grades 4 and 5 with low or no English. Implementation of the iReady program allows for individualized learning paths to support students in reaching their grade level and allows for immediate, short and long term feedback to drive instruction. Continued focus in PD for classroom teachers in the use of ENL strategies and teaching methods will provide additional support for new, long term and former ELL students on all grade levels.

Continued updating of ENL teachers pedagogy will also support reaching students on all grade levels. Implementation of the new
A standalone curriculum designed for second language acquisition using the SIOP method will also better support English language development across the modalities. By providing a stronger base in language development, PS215 intends to improve the NYSESLAT and ELA performance of current and former ELLs.

Once a student becomes a former ELL, we have seen their high success rate on the standardized state exams particularly in Math and Science as a reflection of the success of this program and good teaching strategies within our classrooms. The ELL program is ongoing because as students attain success and move on in their educational careers, they are replaced by newly admitted ELL students.

Although most students show growth within the ENL program (progress from level to level; many of these students fail to attain a proficiency level above a 2 in ELA. Our current focus is to apply the new skills of the new staff members, enhanced curriculum, more frequent data collection and analysis, additional ENL strategies and technology across the classrooms to provide the additional support needed by our current and former ELL population.
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, Antonella Bove, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonella Bove</td>
<td>Principal</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Cassandra Brennan</td>
<td>Assistant Principal</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Rosa Sallustio</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Janine Gossett</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
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<td></td>
<td>1/1/00</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<tr>
<td>Coach</td>
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<tr>
<td>Coach</td>
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<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Brittany Phillips</td>
<td>School Counselor</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Suzanne Hanrahan</td>
<td>Other Spec Ed Liaison</td>
<td></td>
<td>06/21/18</td>
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<tr>
<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 21K215  School Name: Morris H. Weiss  Superintendent: Isabelle DiMola

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>Cassandra</td>
<td>Brennan</td>
<td>Assistant Principal</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.

   At PS215 we use the Home Language Survey, ATS Reports, Student Emergency Contact Cards, Parent Survey, Teacher input and Parent Interactions in formal and informal situations to determine the language of preference and dominance among our Parent community. The PTA also welcomes to the school community and shares information regarding feedback from new parents throughout the year. The ENL teachers are particularly diligent in identifying those parents requiring assistance as part of their interaction with students for academic and social reasons. At selected school events, professional translators are provided to further encourage and support participation of families from our entire school community.

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.
Language | Written Preferred | Percent Written | Oral Preferred | Percent Oral
--- | --- | --- | --- | ---
Chinese: including Mandarin, Cantonese, Fujinese, Spanish: including K’iche’, Arabic, Urdu, Russian, Tajik, Hungarian, Polish, Georgian | Chinese, Spanish, Russian, Hungarian, Uzbek, Georgian | - | Chinese, Spanish, Russian, Hungarian, Uzbek, Georgian | -

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.

Chinese, Spanish, Russian, Hungarian, Uzbek, Georgian, Arabic

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>School and Community Events, local community events: community board meetings, annual handbooks, monthly newsletters, calendars, parent-teacher conferences, after-school program information and events, academic planning meetings, parent outreach information, NY testing dates, ongoing student curriculum and progress reports and guides and letters from school leaders.</td>
<td>Monthly and weekly distribution, part of an ongoing regular communication with parents beginning in September</td>
<td>Use of Translation Services, the Remind App, in-house school staff, Parent volunteers</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>Parent-Teacher Conferences, multiple formal and informal school conferences held throughout the year, Parent Outreach and Family Enrichment nights,</td>
<td>Monthly and weekly events, part of an ongoing regular communication with parents beginning in September</td>
<td>Use of translation Services The Big Word, DOE translation phone service, the Remind App, in-house DOE Staff, Parent volunteers</td>
</tr>
<tr>
<td>Community support meetings, guidance counselor/school psychologist/social worker meetings, IEP meetings,</td>
<td>Monthly and weekly events, part of an ongoing regular communication with parents beginning in September</td>
<td>Use of Translation Services The Big Word, DOE translation phone service, in-house DOE Staff, the Remind App, Parent volunteers</td>
</tr>
<tr>
<td>Tuesday Parent-Teacher Outreach weekly contact,</td>
<td>Monthly and weekly events, part of an ongoing regular communication with parents beginning in September</td>
<td>Use of Translation Services, The Big Word, DOE translation phone service, in-house DOE Staff, the Remind App, Parent volunteers</td>
</tr>
<tr>
<td>Formal and informal school events</td>
<td>Monthly and weekly events, part of an ongoing regular communication with parents beginning in September</td>
<td>Use of Translation Services, The Big Word, DOE translation phone service, the Remind App, in-house DOE Staff, Parent volunteers</td>
</tr>
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</table>

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

The School Messenger Service reaches families in multiple languages with automated messages very quickly. Our Parent Coordinator also uses the Remind App to reach parents through their choice of text and email; this service also translates outgoing messages and incoming questions, creating an increased level of communication with all of our families.

**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](https://example.com) and what resources are available to meet compliance.

Regular meeting with our staff by grade team, paraprofessionals is held for workshops and professional development. These guidelines will be included as part of our ongoing communication with staff members. Teachers receive their students’ names listed with the home language for each student to indicate those who request or require information sent home in a language other than English. Office staff uses lists by class to indicate the copies needed by room and per language to further ensure communication between the school and our families is strengthened.

**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.)

The Language Access Coordinator is trained to implement and inform the school community about the language access services available for the school and the parents. The LAC will receive updated training and verify that all information is disseminated to parents directly, necessary policies are posted and clearly visible in the school building, and that all members of the school teaching, support staff and leadership are informed of their responsibilities in regards to the regulations and their implementation. Brochures, flyers, letters and invitations are translated in multiple languages before being sent home by backpack, mail and digital formats. ENL teachers and school staff also request parents’ preferred method and means of contact to ensure choice and accessibility for all members of the school community.

**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?

The ENL Administrator, ENL teachers, and classroom teachers will regularly ask for satisfaction levels of communication with ENL Parents in informal and formal events and face-to-face interactions. The main office staff will also be required to remind previous parents and inform new parents of the multiple options available to them to support communication within the school community when sharing all levels of information. PTA members will continue welcoming the ENL families and communicate with school leadership the change in response rate from this group of parents. Translators will be made available for select events to further support communication with Immigrant families. The Parent Survey will also be used at the end of the year to assess the progress of this initiative.