



THE GLEN OAKS SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q115

ADDRESS: 80-51 261 STREET, FLORAL PARK, NY 11004

TELEPHONE: 718 831-4010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 115 **SCHOOL NAME:** The Glen Oaks School

SCHOOL ADDRESS: 80-51 261 Street, Floral Park, NY 11004

SCHOOL TELEPHONE: 718 831-4010 **FAX:** 718 831-4014

SCHOOL CONTACT PERSON: James J. Ambrose **EMAIL ADDRESS:** jambros@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Ruggiero

PRINCIPAL: James J. Ambrose

UFT CHAPTER LEADER: Patricia Anderson (I.A.)

PARENTS' ASSOCIATION PRESIDENT: Maria James

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Walter O'Brien

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|--------------------------|--|------------------|
| James J. Ambrose | *Principal or Designee | |
| Patricia Anderson (I.A.) | *UFT Chapter Chairperson or Designee | |
| Maria James | *PA/PTA President or Designated Co-President | |
| Shakira Kirshnitz | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| N/A | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Elizabeth Ruggiero | Member/Teacher | |
| Patricia Anderson | Member/Teacher | |
| Maria Cavas | Member/Teacher | |
| Geri Cohen | Member/Teacher | |
| Mary Ann Parmach | Member/Parent | |
| Jennifer Costanzo | Member/Parent | |
| Shakira Kirshnitz | Member/Parent | |
| Jay Datta | Member/Parent | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 115 is located in Floral Park, Queens. This elementary school is part of a Private Support Organization, CEI-PEA.

The children who attend this pre-Kindergarten to fifth grade school come from a working class area. Many of our students have recently arrived in this country. In addition, there are children who are attending this school from other areas through the No Child Left Behind designation because it is a top rated school.

Public School 115, The Glen Oaks School, is a place where we nurture a culturally rich educational environment under one umbrella, and where we educate children, one student at a time. We encourage a community of learners who will function as literate and productive individuals.

The student population is heterogeneously grouped with the exception of two Talented and Gifted Classes (1st and 2nd). Our teachers are certified and permanently assigned professionals.

Our general and special education classes are all within mandated capping guidelines, and are as follows:

PreKindergarten-3 full day classes (18 children per class)

Kindergarten- 2 general ed. and 1 Integrated Co-Teaching class (ICT)

Grade 1- 2 general ed., 1 gifted and talented, 1 ICT.

Grade 2- 1 general class, 1 gifted and talented, 1 ICT, 1 special ed.

Grade 3- 3 general ed.

Grade 4- 2 general ed., 1 ICT, 1 special ed.

Grade 5- 2 general ed., 1 ICT.

District 75 houses two self-contained classes of hearing impaired students in this building.

This school is both innovative and traditional. We are proud of the many activities we offer our students at P.S. 115. The following is a list of these activities:

-A formal assembly, complete with a precision color guard, every Friday for Grades 3,4,5. Assemblies are held for K, 1 and 2 as program possibilities arise.

-Accelerated Reader Assemblies are held periodically throughout the year, and a Celebration of Achievement Assembly is held for grades 3-5 in June.

-A traditional Grade 5 Senior trip and Graduation ceremony, and a Kindergarten moving up performance.

-We have student teachers and observers from Molloy College, Adelphi University, C.W. Post, St. John's University and Queens College.

-This year's theme is **Going Green**. All students in Pre-K through 5th Grade will have the opportunity to discover the significance of being environmentally aware. Also, they will become familiar with the many ways to recycle. We are very excited about the projects the students will be engaged in and we will create a magnificent, interactive display in our center corridor as evidence of the interrelationship between all the curriculum areas.

-Early Stages Storytelling enhances our balanced literacy initiative while heightening listening skills and correct oral language. While listening to stories based on this year's theme, our students become locked into a new and exciting world of adventure through the creativity of the storyteller.

-The students attend Art and Music classes conducted by highly qualified and talented teachers. They coordinate their programs with the classroom teachers to establish continuity and strengthen the knowledge base of the students. The Music Program includes instruction in keyboarding and the recorder for the lower grades and guitar and chorus for the upper grades.

-Differentiation of instruction is of utmost importance in each class. During literacy classes, the teachers use guided reading to instruct students needing improvement with specific skills. To assist the teachers, we have provided them with the New York Teacher's Desk Reference and Critical Thinking Guide.

-We are very involved in assuring technology is used throughout the school day. We are using Smart Boards in some of the classrooms and GPS units with other classes. A new computer lab was introduced last year. The students use a program called Reading Plus; it is a supplemental series to assist in improving reading skills.

-Our teachers are using data from ARIS, Acuity and the Periodic Assessments to learn about their students' strengths and weaknesses in Reading and Mathematics. We will have a highly effective Inquiry Team on each grade level. We're very pleased that we received an "A" on our most recent Progress Report.

-All students in grades K-5 are learning writing skills through a program called *Being a Writer*. It enhances the Teachers College Units of Study and our teachers and students are really enjoying the program.

-Another wonderful program is called PENCIL, which sponsors Principal for a Day. We have a wonderful association with Joseph Gabriel from Architect Partnerships. Since our theme this year is **Going Green**, he will enhance our curriculum by giving the students first person experiences with "green" construction.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|--------------------|-------------|---------|---|--|----------|----------|--|--|
| School Name: | P.S. 115 Glen Oaks | | | | | | | | |
| District: | 26 | DBN: | 26Q115 | School BEDS Code: | 342600010115 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | | 11 | | |
| | K | √ | 4 | √ | 8 | | 12 | | |
| | 1 | √ | 5 | √ | 9 | | Ungraded | | |
| | 2 | √ | 6 | | 10 | | | | |
| Enrollment | | | | | Attendance - % of days students attended : | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 | | |
| Pre-K | 36 | 36 | 54 | | 95.2 | 95.8 | 95.8 | | |
| Kindergarten | 69 | 61 | 67 | | | | | | |
| Grade 1 | 67 | 63 | 61 | Student Stability - % of Enrollment : | | | | | |
| Grade 2 | 53 | 73 | 72 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | 66 | 68 | 59 | | 91.9 | 92.4 | 92.0 | | |
| Grade 4 | 74 | 68 | 59 | Poverty Rate - % of Enrollment : | | | | | |
| Grade 5 | 78 | 82 | 66 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 6 | 0 | 0 | 0 | | 28.4 | 30.0 | 35.5 | | |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number : | | | | | |
| Grade 8 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 9 | 0 | 0 | 0 | | 0 | 1 | 1 | | |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number : | | | | | |
| Grade 11 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 12 | 0 | 0 | 0 | | 11 | 10 | 4 | | |
| Ungraded | 0 | 1 | 0 | Special Education Enrollment: | | | | | |
| Total | 443 | 440 | 451 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | | | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Self-Contained Classes | 41 | 39 | 24 | Principal Suspensions | 2 | 0 | 0 | | |
| # in Collaborative Team Teaching (CTT) Classes | 9 | 17 | 19 | Superintendent Suspensions | 0 | 0 | 0 | | |
| Number all others | 28 | 27 | 31 | Special High School Programs - Total Number: | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | CTE Program Participants | 0 | 0 | 0 | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | Number of Staff - Includes all full-time staff: | | | | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | | | |
| # receiving ESL services only | 61 | 53 | 47 | Number of Teachers | 32 | 39 | 37 | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 5 | 7 | 3 | Number of Administrators and Other Professionals | 2 | 7 | 7 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 2 | 3 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 96.9 | 92.3 | 100.0 |
| | | | | % more than 2 years teaching in this school | 87.5 | 71.8 | 81.1 |
| | | | | % more than 5 years teaching anywhere | 75.0 | 66.7 | 64.9 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 91.0 | 82.0 | 84.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0 | 100.0 | 100.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.2 | | | | |
| Black or African American | 9.5 | 10.0 | 10.2 | | | | |
| Hispanic or Latino | 10.2 | 12.3 | 14.9 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 63.7 | 64.1 | 58.3 | | | | |
| White | 16.7 | 13.6 | 15.7 | | | | |
| Male | 50.8 | 51.6 | 51.2 | | | | |
| Female | 49.2 | 48.4 | 48.8 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | | | | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|-----|--|--|------------------------|--|--|--|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | IGS | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |

| | | | | | | | |
|---|--|--------------------------------|------|---------|------------------------|------|-----------|
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| Student Groups | | ELA | Math | Science | ELA | Math | Grad Rate |
| All Students | | √ | √ | √ | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | - | - | - | | | |
| Hispanic or Latino | | - | - | - | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | √ | √ | √ | | | |
| White | | - | - | - | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | √ | √ | - | | | |
| Limited English Proficient | | - | - | - | | | |
| Economically Disadvantaged | | √ | √ | - | | | |
| Student groups making AYP in each subject | | 4 | 4 | 2 | 0 | 0 | 0 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | |
|---|------|--|----|
| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
| Overall Letter Grade: | A | Overall Evaluation: | NR |
| Overall Score: | 90 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment: | 11.5 | Quality Statement 2: Plan and Set Goals | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | 18.6 | Quality Statement 4: Align Capacity Building to Goals | |
| <i>(Comprises 30% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | 57.6 | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | |
| Additional Credit: | 2.3 | | |

| | |
|---|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| | ◇ = Outstanding |
| | NR = No Review Required |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

What student performance trends can you identify?

We see a need to improve the achievement gap in each of the following sub groups: ELL, Special Education and students in the lowest third for ELA and Math. We have targeted inferencing and drawing conclusions as a skill in need of improvement. We have found there is a wide variety of learners in our classrooms. Some students are affected by their cultural backgrounds, language, motivation to achieve, disabilities and an absence of an adult support system.

What have been the greatest accomplishments over the last couple of years?

One of our greatest accomplishments has been the improvement of our Progress Report from a score of B to an A. We have also included a talented and gifted First and Second Grade Class. Our Art and Music Departments have been expanded. We have increased the classroom libraries by purchasing over 2, 000 books. Technology has increased with our use of Smart Boards, GPS Units and additional computers. In addition, all classrooms have wireless settings which assist the students in doing research projects. We will have a media center with 8 computers and a Promethean SMARTBOARD.

What are the most significant aids or barriers to the school's continuous improvement?

One of the most significant aids to our improvement has been networking with CEI-PEA. They have provided us with staff development and a tremendous amount of support throughout our school.

-Reading Plus from the Office of School Improvement is a computer based program that supports at risk students and provides assessments to help teachers differentiate instruction.

-Being a Writer supports the TC writing process for grades K – 5.

-Early Stages storytelling helps to support literacy programs by enhancing their listening, reading and writing skills.

-Performing Arts enrich the Social Studies and Core Curriculum by celebrating the children's cultures, traditions, and dances around the world.

One of the most significant barriers is our budgetary constraints. We have two Second Grade classes with large numbers of students in each.-Due to the fact that many of our students travel to various parts of the world throughout the school year, many students have irregular attendance records. Therefore, there are gaps in their education.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Reading - To develop reading proficiency for the Level 1 and Level 2 students who are in the following subgroups: ELL, special education, and the students in the lowest third percentiles in the area of Critical Analysis, specifically, Inferencing and drawing conclusions. At P.S. 115Q, 15% of 14 Special Education and general Education students or a minimum of two students, who performed at Level 2 on the 2009 N.Y.S. E.L.A. exam will move to Level 3 on the 2010 N.Y. S. E.L.A. exam. In addition, 33% of 3 Special Education students, or a minimum of 1 student, who performed at Level 1 will move to Level 2 on the 2010 N.Y.S. E.L.A. exam

2. Mathematics - To develop math proficiency for the Level 2 students who are in the following subgroups: ELL, special education and students in the lowest third percentile in the areas of number sense, algebra, statistics and probability.

At P.S. 115Q 25% of 4 students, or a minimum of 1 student, who performed at Level 2 on the 2009 N.Y.S. Math exam will move to Level 3 on the 2010 N.Y.S. Math Exam.

3. ESL - Students with 90% attendance on the intermediate level of English Language Proficiency will move to the advanced level.

By June 2010, 25% of 8 students, or a minimum of 2 students, who scored on the intermediate level on the 2009 NYSESLAT exam will move to the advanced level on the 2010 NYSESLAT exam.

4. Technology - To increase technology at P.S. 115Q by having the students increase their use of computers.

At P.S. 115Q, 95% of the student population will have 1 hour of computer use per week as recorded by Reading Plus and Accelerated Reading summary sheets.

5. Parental Involvement - To increase parental involvement.

By June 2010, P.S. 115Q will increase last year's parental involvement by 20% of 50 families, or a minimum of 10 more families, in all school-wide initiatives as measured by attendance rosters and evaluations.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Reading

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Describe your goal. To develop reading proficiency for the Level 1 and Level 2 students who are in the following subgroups: ELL, special education and students in the lowest third percentile in the area of Critical Analysis, specifically, Inferencing and Drawing Conclusions. At P.S. 115Q, 15% of 14 Special Education and general Education students, or a minimum of two students, who performed at Level 2 on the 2009 N.Y.S. E.L.A. exam will move to Level 3 on the 2010 N.Y. S. E.L.A. exam. In addition, 33% of 3 Special Education students, or a minimum of 1 student, who performed at Level 1 will move to Level 2 on the 2010 N.Y.S. E.L.A. exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> -Using the item analysis from the 2009 NYS ELA exam, Level 1 and Level 2 students who are in the following subgroups: ELL, special education and students in the lowest third percentile have been identified as having a deficiency in Inferencing and Drawing Conclusions strategies. -With the Assistant Principal, the teachers will research innovative ways to teach Inferencing and Drawing Conclusions which will address the individual learning styles of each child. -Each teacher will work with these students in differentiated and guided reading groups focusing on these comprehension strategies. Teachers will also conference with these students giving each child one-on-one instruction in these areas. -An after school ELA academic intervention class will be provided for nine weeks in the Fall of 2009 in which the identified students will participate to improve their reading proficiency. -The students will reinforce their understanding of Inferencing and Drawing Conclusions by using Acuity and Reading Plus, two computer programs that students can use to practice their skills, obtain feedback, and sharpen their reading expertise. -The identified students will be instructed in Inferencing and Drawing Conclusions during “Extended Day” 4 times a week. -The Inquiry Team on each grade will research best practices for the teaching of Critical Analysis strategies while focusing in on this target population. |

| | |
|--|---|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Fair Student Funding (tax levy) will fund ELA training and staff development will be provided in October 2009. A.I.S. (Academic Intervention Services) an after school program will be provided during February, March, and April.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Evidence that will prove that we have met this goal:</p> <ul style="list-style-type: none"> -Students will produce reports, projects, essays, brochures and other documents applying the new strategies and skills they have acquired during their classroom lessons. -Student work will reflect high level thinking skills including analysis, synthesis, and evaluations. All work will be assessed utilizing challenging rubrics and maintained in portfolios. -Students will demonstrate their knowledge of GPS systems by appropriate applications, of the IIM process evidenced by reports and of enrichment clusters as a result of products graded by the teachers. -Teachers will utilize the skills and strategies learned during their Professional Development sessions in order to improve student progress. Walk throughs by the Principal and Literacy Coach will determine the acquired proficiency of these skills. -Teachers will facilitate the learning process for all students by differentiating instruction so that all students learn. Teachers will note progress during individual conferences in order to assist students having difficulty acquiring the new material. -Proficiency skills and strategies learned by teachers during Professional Development will be monitored by the Principal and Assistant Principal during walk throughs and observations. -Teachers will differentiate instruction by keeping records of progress during individual small group conferences. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Describe your goal.</p> <p>To develop math proficiency for the Level 2 students who are in the following subgroups: ELL, special education and students in the lowest third percentile in the areas of number sense, algebra, statistics and probability.</p> <p>At P.S. 115Q 25% of 4 students, or a minimum of 1 student, who performed at Level 2 on the 2009 N.Y.S. Math exam will move to Level 3 on the 2010 N.Y.S. Math Exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> -Using the item analysis from the 2009 NYS Math exam, students with who are in the following subgroups: ELL, special education and students in the lowest third percentile were identified as having a deficiency in understanding number sense, algebra, statistics and probability. -After analyzing best practices, teachers in grades 3, 4 and 5 will use innovative ways to teach number sense, algebra, statistic and probability in differentiated math groups. -An after school Math academic intervention class will be provided for the identified students. -New programs, such as <i>Rhymes and Times</i>, will be used to enhance the core math knowledge of these students, therefore, improving higher level math skills. -Starting in Kindergarten, all classes will have math word walls. -Math centers in all classes will contain activities to reinforce the understanding of number sense, algebra, statistics and probability. -The MacMillan McGraw-Hill Math Program contains strategies that are useful in re-teaching number sense, algebra, statistics and probability skills. All teachers will use this information to enhance their lessons. -Identified students will be instructed in small groups during “Extended Day”. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Children's First Funding will fund the Math A.I.S. program specifically for students in levels 1 and 2. Title I ARRA SWP will fund ongoing staff development and parent workshops.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Through formal (Periodic Assessments, Acuity tests) and informal assessments the students in Levels 1 & 2 will show an improvement. Most of these students will approach or obtain a level 3 on the math standardized test given in April 2010.</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ESL

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Describe your goal.</p> <p>Students with 90% attendance on the intermediate level of English Language Proficiency will move to the advance level.</p> <p>By June 2010, 25% of 8 students, or a minimum of 2 students, who scored on the intermediate level on the 2009 NYSESLAT exam will move to the advanced level on the 2010 NYSESLAT exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>The ESL teacher will use the following to enhance her lessons:</p> <ul style="list-style-type: none"> • Interactive SMARTBOARD • Rosetta Stone • Interactive reading and writing lessons • Leap Frog <p>The classroom teachers will incorporate best practices such as labeling items in the classroom, use of a buddy system and the use of appropriately leveled books for teaching ELL students.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Title III funding has been allocated to purchase the book, <i>Getting Ready for the NYSESLAT and Beyond</i> for grades K-5.</p> <p>The ESL teacher will continue to make use of the SMARTBOARD purchased last year.</p> |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Informal assessments will be given to the ESL students to determine their accomplishments. The 2010 NYSESLAT exam will be administered April/May 2010.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase technology at P.S. 115Q by having the students increase their use of computers.</p> <p>At P.S. 115Q, 95% of the student population will have 1 hour of computer use per week as recorded by Reading Plus and Accelerated Reading summary sheets.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>-Through David Weprin’s RESO-A Grant, we have created a media center in our Library. This center contains nine new computers and a Promethean SMARTBOARD. The students at P.S. 115Q will spend at least an hour a week using this technology in Ms. Bikofsky’s class.</p> <p>-The students also attend computer class 1 period a week with Ms. Gross.</p> <p>-Classroom computers are used throughout the day, when students use the Accelerated Reading Program and individualized learning activities.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Fair Student Funding (tax levy) will fund technology education at P.S. 115. We will make use of the following: A Computer room with 30 computers Reso A Grant, through David Weprin’s office, will fund a Media Center with a Promethean SMARTBOARD and eight computers Title I ARRA SWP will fund opportunities for a variety of workshops for technology staff development.</p> |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- A printout of Reading Plus student participation will be used to measure interim progress.
- Students produce high level projects that show acquired knowledge of computer skills.
- Students demonstrate competency in the robotics classroom by building, creating and programming computer activated robots. They move and respond to the commands of the technician.
- Students demonstrate basic knowledge and understanding of GPS devices used outdoors. Knowledge of longitude and latitude, as well as the use of a compass is demonstrated by students.
- Students perform in several yearly concerts demonstrating competency with electric guitars.
- Students demonstrate knowledge of computer technology in the Social Studies Core class by planning city models and building them. - A printout of Reading Plus student participation will be used to measure interim progress.
- Students produce high level projects that show acquired knowledge of computer skills.
- Students demonstrate competency in the robotics classroom by building, creating and programming computer activated robots. They move and respond to the commands of the technician.
- Students demonstrate basic knowledge and understanding of GPS devices used outdoors. Knowledge of longitude and latitude, as well as the use of a compass is demonstrated by students.
- Students perform in several yearly concerts demonstrating competency with electric guitars.
- Students demonstrate knowledge of computer technology in the Social Studies Core class by planning city models and building them.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parental Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Describe your goal. To increase parental involvement.</p> <p>By June 2010, P.S. 115Q will increase last year’s parental involvement by 20% of 50 families, or a minimum of 10 more families, in all school-wide initiatives as measured by attendance rosters and evaluations.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> -During our monthly PTA meetings, students in every class are recognized for academic excellence and receive a certificate and/or award. -Child care is provided so that more parents can attend. -Workshops are scheduled in the morning and during PTA meetings to inform parents of many school events, activities and testing time frames. -Parent Coordinator networking with parents to incorporate their talents and interests in student activities. -The ESL teacher schedules parents to attend classes with their children as they learn how to utilize GPS technology. -Robotic classes encourage parents to become active participants with the children after school. -After school basketball and cheerleading teams necessitate the use of parents and other family members. -Parents attend restaurant fund raisers (McDonald’s) with their children to build community spirit. -Parent volunteers will staff the library to demonstrate a parent/school connection to all students. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Title I AARA SWP funds will be used for parent workshops such as ARIS training, parent discussion groups, Assistant Principal informational meetings.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Attendance sheets for all workshops, events, fundraisers and activities. Comparison of 2008-2009 data with 2009-2010 data The use of needs assessments surveys completed by parents.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 6 | 7 | N/A | N/A | 1 | N/A | 2 | N/A |
| 1 | 10 | 10 | N/A | N/A | 1 | N/A | 5 | N/A |
| 2 | 8 | 6 | N/A | N/A | 5 | N/A | 9 | N/A |
| 3 | 23 | 19 | N/A | N/A | 3 | N/A | 12 | N/A |
| 4 | 14 | 10 | 28 | 12 | 10 | N/A | 15 | N/A |
| 5 | 14 | 9 | 24 | 15 | 4 | N/A | 15 | N/A |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
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| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>During the day, small group instruction focusing on individual needs and reading strategies in grades 1-5.</p> |
| <p>Mathematics:</p> | <p>During the day, small group instruction focusing on math skills and knowledge, grade 3.</p> |
| <p>Science:</p> | <p>Our science teacher works with underperforming students in fourth grade to improve their science knowledge and ability.</p> |
| <p>Social Studies:</p> | <p>Our social studies teachers work with underperforming students in 5th grade to improve their social studies knowledge and ability.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>During the school day, counseling is provided for children in need of intervention.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>N/A</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>During the school day, counseling is provided for children in need of intervention.</p> |
| <p>At-risk Health-related Services:</p> | <p>N/A</p> |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

**P.S. 115Q
LANGUAGE
ALLOCATION POLICY
NARRATIVE**

Language Allocation Policy Team Composition

Region 3

School: P.S.115Q

**Network Leader/CEIPEA/POS:
Principal:
Assistant Principal:
Parent Coordinator:
ESL Teacher:**

**Walter O'Brien
James J. Ambrose
Kathleen A. Sciortino
Kevin Burke
Danielle Keller**

There are currently 489 students enrolled at P.S. 115Q, 36 students are ELLS (13.6%). The ESL Pull-Out program at P.S. 115Q enables students in Kindergarten through Fifth grade to receive additional rigorous enrichment in reading, writing, listening and oral language. When new admits enter P.S. 115Q, the ESL teacher screens them for participation in the ESL program. The ESL teacher has an informal oral interview, with the parents, in English or if needed in their native language when filling out the HLIS Survey. Based upon meeting the criteria, if other than English is checked off on the survey, new admits are then assessed using the LAB-R (Language Assessment Battery-Revised). Students, who are receiving ESL services, in the spring, take the NYSESLAT (New York State English as a Second Language Achievement Test) to assess their language proficiency for the following school year. The ESL teacher administers both of these exams (LAB-R and NYSESLAT). There is one full time ESL teacher who is certified to teach ESL Elementary Education.

The ESL teacher offers a parent orientation at the beginning of the school year (September 2009) for all new ESL students. During this orientation many documents are discussed as well as the different programs that are available. They view a video that explains the three program choices they have to choose from. The video is shown in their native language if available. If their native language is not available we also have translators in the school staff that are willing to help with translation. As new students enter during November 2009 to June 2010, the ESL teacher schedules one-on-one orientation meetings to inform the parent of their choices.

To ensure that parents are receiving entitlement letters the ESL teacher attaches a tear off, with the parent's signature on it, to be returned to her stating that their child will be receiving ESL services. When the ESL teacher distributes the Parent Survey and Program Selection the teacher documents when she sent it out and when it was returned. If it is not returned in a timely fashion the ESL teacher will contact the parents using the Translation Unit. The original copy of the survey is put into the students' cumulative folder and the ESL teacher has a copy for her records.

In order to maximize English language acquisition for English Language Learners they are grouped by proficiency level and grade level. Beginner and Intermediate level students are seen for 360 minutes per week, which comes out to be 8 periods a week. Some are block periods (two periods back to back) to amplify the rigorous English language instruction. Advanced level students are seen for 180 minutes per week, which comes out to be 4 periods a week. For new admits, the level of proficiency the child is on is discussed with parents during the orientation at the beginning of the school year, in their native language if it is available. For students that are continuing ESL services receive this information on the entitlement letters sent home in their native language if it is available. This is in alignment with the New York State ESL/ELA allotted instruction time based on the students' proficiency level.

At P.S. 115Q Freestanding English as a Second Language Pull-Out program is offered and consistently parents have been requesting the ESL program. Of this school year, on the Parent Survey and Program Selection form, 5 parents out of a total of 5 selected the ESL program as their first choice. All of

the parents opted out of the bilingual program. Last school year, 14 parents out of a total of 14 selected the ESL program as their first choice. The program offered at P.S. 115Q (Freestanding English as a Second Language) is in alignment with all of the parent's requests and they are happy with the existing program.

Our ELL program breakdown by grade level is: 3 Kindergarteners, 5 First graders, 4 Second graders, 9 Third graders, 10 Fourth graders and 5 Fifth graders (total 36 students). Out of the 36 students four are in Special Education. 27 of the ELLs are newcomers (receiving service 0-3 years) and 9 of the ELLs are receiving services for 4-6 years.

P.S. 115Q student population is very culturally diverse. 13.6% of the student population is English Language Learners. There are currently 36 students in the ESL program. 8.4% of the ELL students speak Spanish, 11.2% speak Urdu, 8.4% speak Chinese, 8.4% speak Malayalam, 2.7% speak Gujarati, 2.7% speak Pashto, 11.2% speak Hindi, 33.5% speak Punjabi, 2.7% Afrikaans, 2.7% speak Pilipino, 2.7% Russian, 2.7% Czech and 2.7% Tamil.

P.S. 115Q has a Pull-Out E.S.L Program. Students are grouped by proficiency and grade level. We have 5 groups in total: Beginner and Intermediate grades K-2, Beginner and Intermediate grades 3-5, Advanced grade K, Advanced grades 3-4 and Advanced 5. The Beginner and Intermediate groups are seen for a block period of 90 minutes four times a week, which totals to 8 periods a week (360 minutes). The Advanced groups are seen for a period of 45 minutes four times a week, which totals 4 periods a week (180 minutes).

The classroom teachers who have ELLs in their classroom are given a schedule of the times when those students will be pulled-out for ESL services. The teachers are aware of what proficiency-level their ELLs are on. In addition, they know that their beginner and intermediate ELLs will be getting 360 minutes a week of ESL services (8 periods) and advanced ELL's will be getting 180 minutes a week of ESL services (4 periods).

In our ESL program instruction is only in the English language to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, puppetry, music, repetition, visual aids, Total Physical Response and Choral speaking. The topics for instruction are based on what the student's are doing, in the content areas, with their classroom teacher. In addition, students will perform multi-step tasks that require high-order thinking. During these tasks students will learn to make connections to texts, use prior knowledge, indulge in accountable talk, create authentic writing pieces and make inferences. Some tasks will be done in small groups where students will learn to solve problems by collecting, organizing and analyzing data. Rigorous tasks will end in a published product such as a report, an essay, response to literature, a presentation or a project.

We don't have any SIFE students this year but if they are enrolled they are provided with extra periods of ESL instruction beyond their required instructional units. They will also participate in Title III ESL After-School, AIS Math, ELA and Social Studies After-School, and any other After-School programs designed to improve performance in ESL, ELA and Math. When a SIFE student is in an ESL

class they are paired with other students that can help them with specific skills in reading and writing.

When a Newcomer enters the school they are immediately tested in the LAB-R and placed in the ESL program according to what proficiency level they tested at. They are also partnered with another student that speaks the same native language as them. This is done so they are not overwhelmed by the cultural shock. In addition, many visual aids are used to elicit language development. They also participate in the Title III ESL After-School and any other After-School programs offered. All letters for these programs are translated into their native language (if available). To prepare them to take the ELA testing the teacher reviews practice test so students are aware of what the test will look like. They are also taught different test taking strategies to use for reading comprehension and writing responses.

ELLs receiving service 4 to 6 years in the ESL program are placed in small groups and instruction is differentiated according to the students specific needs to improve their language development.

If an ELL is in the ESL program for a long term (beyond 6 years) they will receive an extra period of ESL of small group instruction. During this extra period they will receive targeted instruction on improving their reading and writing skills. Throughout their regularly scheduled ESL classes they will be paired with other students that can assist them in improving reading and writing skills.

ELLs that are identified as having special needs as to hearing, visual, behavioral and learning disabilities are taken into account in the ESL classroom. Students with hearing and visual impairments are given preferential seating to accommodate their special needs. Students that are disruptive and have behavioral disabilities are given a behavioral chart and good or bad behavior is recorded. For good behavior, the student is praised. For bad behavior, the student is asked to think about their actions and how they can improve their behavior. Students with learning disabilities are given reinforcement and repetition on the topic being taught with visual aids or educational learning games. Repetition is very important to not only learning disabled students, but to all students.

Since ELLs are required to take all state exams after being in a NYC school for one year, supplemental services are provided to maximize performance on these exams as well as language development. In the English language we conduct A.I.S. after school programs, which are offered at different times of the year. We have three different A.I.S. programs: ELA, Math, and Science. These A.I.S. programs provide innovative strategies for ELLs to encourage their improvement in academic achievement. In addition, ELLs are also urged to attend Extended-Day to have extra small group instruction to build their English language skills.

For students reaching proficiency in English they are placed in the reading program for extra assistance. In addition, they are offered to attend any AIS After-School programs. They are in partnerships in their classroom to assist in the learning process of all content areas. Also, they are given extra-time to take all state exams due to being a former ELL.

Some new programs for this school year, the ESL students will encounter

more hands-on interactive language instruction due to the purchase of a SMARTBOARD for the ESL program. In addition, new NYSESLAT test prep material and CAROUSEL of IDEAS an English language development program were purchased for the ESL program.

All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. *Geocaching* After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement (pending on Title III funding). The *Robotics* After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills. In addition, we have a Samuel Field “Y” After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program will provide a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extra curricular activities at P.S. 115Q. We have Art, Music, and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, “The Bulldogs” offered to all 5h graders.

The instructional materials in the ESL program include Leap Frog “Language First”, Houghton Mifflin “Vocabulary Readers” and Houghton Mifflin “Leveled Readers”, Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, and Reading Comprehension and Phonics Educational Insights programs.

Leap Frog “Language First” is a program specifically for ELL’s. The program has 9 different themes, which students could connect to. It’s leveled from beginner to advanced reading levels. It provides assistance in improving text to picture connection, expanding vocabulary, reading comprehension and writing mechanics.

Houghton Mifflin “Vocabulary Readers” is produced specifically for children who are reading below grade level. This program is designed to experience nonfiction reading through engaging visuals, vocabulary building, oral language lessons and vocabulary expansion lesson to deepen word knowledge. Houghton Mifflin “Leveled Readers” are geared to raise the achievement of each reader. The texts are diverse to adhere to flexible reading groups to strengthen independent reading, build fluency and expand reading experiences. It also allows students to apply skills and strategies at their own instructional level.

Getting Ready for the NYSESLAT and Beyond books are on grade levels from K to 5th grade. These books are used to familiarize students with the structure of the NYSESLAT and the ELA. It has ongoing assessment activities to measure progress in attaining English language proficiency. It also helps ELLs in grades 3-5 to have an easier transition from the NYSESLAT to the ELA test.

The Carousel of Ideas is an English language development program. It is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction together with a balance of content area readings.

The Reading Comprehension and Phonics Educational Insights programs are exciting hands-on activities that engage students in strengthening their reading comprehension and phonics skills.

With purchasing technological instructional programs such as, the Rosetta Stone software and a SMART Board, students will have high a high success rate in learning English because of its multi-sensory approach that utilizes visual, auditory, kinesthetic and tactile modes. The Rosetta Stone program purchased is from the beginning level of the English language to the advanced level of the English language. This software is designed to teach language using pictures to establish meanings of words and phrases. Grammar, syntax and vocabulary are taught through real-life examples so students will retain the new information. The program presents new information systematically so new words or grammatical forms are easily identified and understood. The SMART Board will enhance learning through interactive hands-on lessons in listening, speaking, reading and writing in the English language. With the SMART Board, students will be actively engaged through their English language learning process.

In our ESL program, the student's native language is supported by learning about their language and culture as a class. In addition, students are asked to make connections with English words and phrases to their native language. We also have dictionaries of different languages for newcomers to help assist them in learning English. We also have picture cards in multiple languages to help students increase their English vocabulary by making connections in English and their native language.

Yes, required services support and resources correspond to ELLs' ages and grade levels. P.S. 115 is looking into exploring the idea of having Project Jump Start for the 2009-2010 school year.

Professional development opportunities are offered to all school staff members during Staff Development days in September, on Election Day and Brooklyn Queens Day. The staff development will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with the ELLs. In addition, a congruence meeting is planned between the staff members of ELLs and the ESL teacher to work collaboratively on evaluating the students' work and progress. Together they will plan on ways to rigorously implement strategies to maximize the ELLs English language acquisition. All teachers have a document in their permanent file that states they have received 7.5 hours of ELL training.

To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school.

In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year we hosted a

Curriculum Orientation Night. Parents met with their children's teachers and were informed about what their child would be learning this year. There are also 3 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. We also promote an Adult ESL workshop offered at a different school.

We reach out to the parents by sending home notices in their native language and if the notice is not available in their native language we'll call them with a translator available. In addition, we have an after school Title III ESL program, AIS Math, ELA and Social Studies and a TASK after school program which reinforces their academics. We also have an Annual International Night where students and their families bring in food and dress in clothes of their native country. ELLs are also involved in the music program and performing concerts including the choir, the recorder and electric guitars for the school community.

To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent monthly workshops serving various purposes and needs to support education. There are many opportunities for parents to become involved in their child's school by being part of the SLT or PTA and being a Learning Leader or Class Parent. We have partnership with Community Based Organizations to provide services for the ELL parents. OFEA provides literacy workshops for parents to become involved in their child's education. Early Stages offers parents to accompany during storytelling sessions. Also, at PTA meetings the agenda has topics for parents to learn about new programs or ways to help their children do well in school. To evaluate the needs of the parents they are asked to fill out feedback surveys or questionnaires.

In each grade there are different proficiency levels. In Kindergarten, there is 1 student at the Beginner level, and 2 students are at the Intermediate level. In First grade, there are 3 students at the Beginner level and 2 students at the Intermediate level. In Second grade, there are 2 students at the Beginner level and 2 students at the Intermediate level. In Third grade, there is 1 student at the Beginner level, 3 students at the Intermediate level and 5 students at the Advanced level. In Fourth grade, there is 1 student at the Intermediate level, and 9 students at the Advanced level. In Fifth grade, there is 1 student at the Beginner level and 4 students at the Advanced level.

On the NYSESLAT modality analysis in First grade, for the listening/speaking modality there are 3 students that tested on the Advanced level and 2 students that tested on the Proficient level, and for the reading/writing modality there are 3 students that tested on the Beginner level and 2 students that tested on the Intermediate level. In Second grade, for the listening/speaking modality there are 4 students that tested on the Advanced level, and for the reading/writing modality there are 2 students that tested on the Beginner level and 2 students that tested on the Intermediate level. In Third grade, for the listening/speaking modality there are 3 students that tested on the Advanced level and 6 students that tested on the Proficient level, and for the reading/writing modality there is 1 student that tested on the Beginner level, 3 students that tested on the Intermediate level and 5 students that tested on the Advanced level. In Fourth grade, for the listening/speaking modality 2 students tested on

the Advanced level and 8 students tested on the Proficient level, and for the reading/writing modality there is 1 student that tested on the Intermediate level, 6 students that tested on the Advanced level and 2 students that tested on the Proficient level. In Fifth grade, for the listening/speaking modality there is 1 student that tested on the Advanced level and 3 students that tested on the Proficient level, and for the reading/writing modality there are 4 students that tested on the Advanced level.

The students' performance on the State ELA, Math, Science, and Social Studies exams were reviewed. The exams are scored on a scale of level 1 to a level 4. A 1 indicates that the student is below grade level in that content area. A 2 indicates that the student is approaching grade-level standards in that content area. A 3 indicates that the student met grade-level standards in that content area. A 4 indicates that the student is above grade-level standards in that content area.

ELL students in grades 3 through 5 were administered the New York State ELA and Math exam. In the ELA State exam, out of nine Third grade students two tested on level 2 and seven tested on level 3. Out of four Fourth grade students that took the ELA State exam, one tested on level 2 and three tested on level 3. Out of three Fifth grade students that took the ELA State exam, they all tested on level 2. In the Math State exam, out of nine Third grade students seven tested on level 3 and two at level 4. In Fourth grade, on the Math State exam, out of four students, two tested at level 3 and two tested at level 4. In the Fifth grade out of three students that took the Math State exam, they all tested at level 3.

Four students participated in the Fourth grade New York State Science exam. One tested at level 3 and three tested at level 4. Only three students took the Fifth grade New York State Social Studies exam. One tested at level 2 and two tested at level 3.

P.S. 115Q will apply the Chancellor's 7 Recommendations for ELLs and the New York State Department of Education's 12 Steps to assist ELLs in meeting the ELA standards. This will ensure that ELLs meet the standards. To provide rigorous English Language Instruction, clear teaching goals in the ESL curriculum will be aligned with New York State Standards.

On the LAB-R the Kindergarteners scored higher on the listening and speaking subtests, than on the reading subtest. On the NYSESLAT, throughout grades 1 through 5, a pattern occurred. In these grades, the students scored the highest in the speaking and listening subtests than on the reading and writing subtest. In Kindergarten, First and Second grades students scored the lowest on the reading/writing subtest. In Third, Fourth and Fifth grades students scored the lowest on the reading/writing subtest. Students at the Beginner level acquire listening comprehension skills initially. As students move to the Intermediate level they gain confidence in listening comprehension and oral language skills. At the Advanced level, they acquire listening, reading comprehension and oral language skills yet they still struggle in writing conventions.

Due to the results of the LAB-R and the NYSESLAT assessments our focus will be on improving literacy with academic rigor. LAP Principle #2: Academic Rigor, Principle #4: Explicit ESL and ELA Instruction and Principle #6:

Content Area Instruction will be the focus in the upcoming school year. Content area instruction will be in alignment with New York City and State standards in Language Arts, Mathematics, Science and Social Studies. Teachers will implement rigorous activities that scaffold academic language and encounter complex content to support students' input in content areas. Content area instruction will be supported by ESL methodologies and designed to develop the ELLs cognitive skills.

New York City Periodic Assessment is an assessment tool that is useful in strengthening every student's individual needs. The school leadership and teachers use the results of these assessments to differentiate instruction and assist students in having achieved a one-year gain. These assessments are used to pace appropriate instruction. In addition, another assessment tool P.S. 115Q uses to assess the early literacy skills of ELLs is Fountas and Pinnell Benchmark Kit. Teachers use these assessments to see what level of independent reading they are on in relation to what level they need to be on in specific grades.

Instructional decisions are supported by outcomes from the LAB-R and NYSESLAT. After evaluating these tests, by looking at the scores of each mode for each student, the need is to strengthen the students' weaknesses in reading and writing skills. Therefore, the ESL programs' instruction is focused on rigorous reading and writing lessons.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | |
|------------------------------------|--|
| SSO/District 26 | School P.S. 115Q |
| Principal James J. Ambrose | Assistant Principal Kathleen A. Sciortino |
| Coach | Coach |
| ESL Teacher Danielle Keller | Guidance Counselor |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator Kevin Burke |
| Related Service Provider | SAF |
| Network Leader | Other |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

| | | | | | |
|---|----------|--|--|--|--|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | | Number of Certified NLA/FL Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 489 | Total Number of ELLs | 36 | ELLs as Share of Total Student Population (%) | 7.36% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Spanish | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | 0 |
| Russian | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian Creole | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

| | |
|----------------------------------|-----------------------------------|
| languages): ____ | |
| Ethnic breakdown of EPs (Number) | |
| African-American: ____ | Asian: ____ |
| Hispanic/Latino: ____ | |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| Other: ____ | |

| Freestanding English as a Second Language | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Spanish | | | 1 | | 1 | 1 | | | | 3 |
| Chinese | | 1 | | 1 | 1 | | | | | 3 |
| Russian | 1 | | | | | | | | | 1 |
| Bengali | | | | | | | | | | 0 |
| Urdu | | | | 2 | 1 | 1 | | | | 4 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | 1 | 2 | | 4 | 5 | | | | | 12 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Other | 1 | 2 | 3 | 2 | 2 | 3 | | | | 13 |

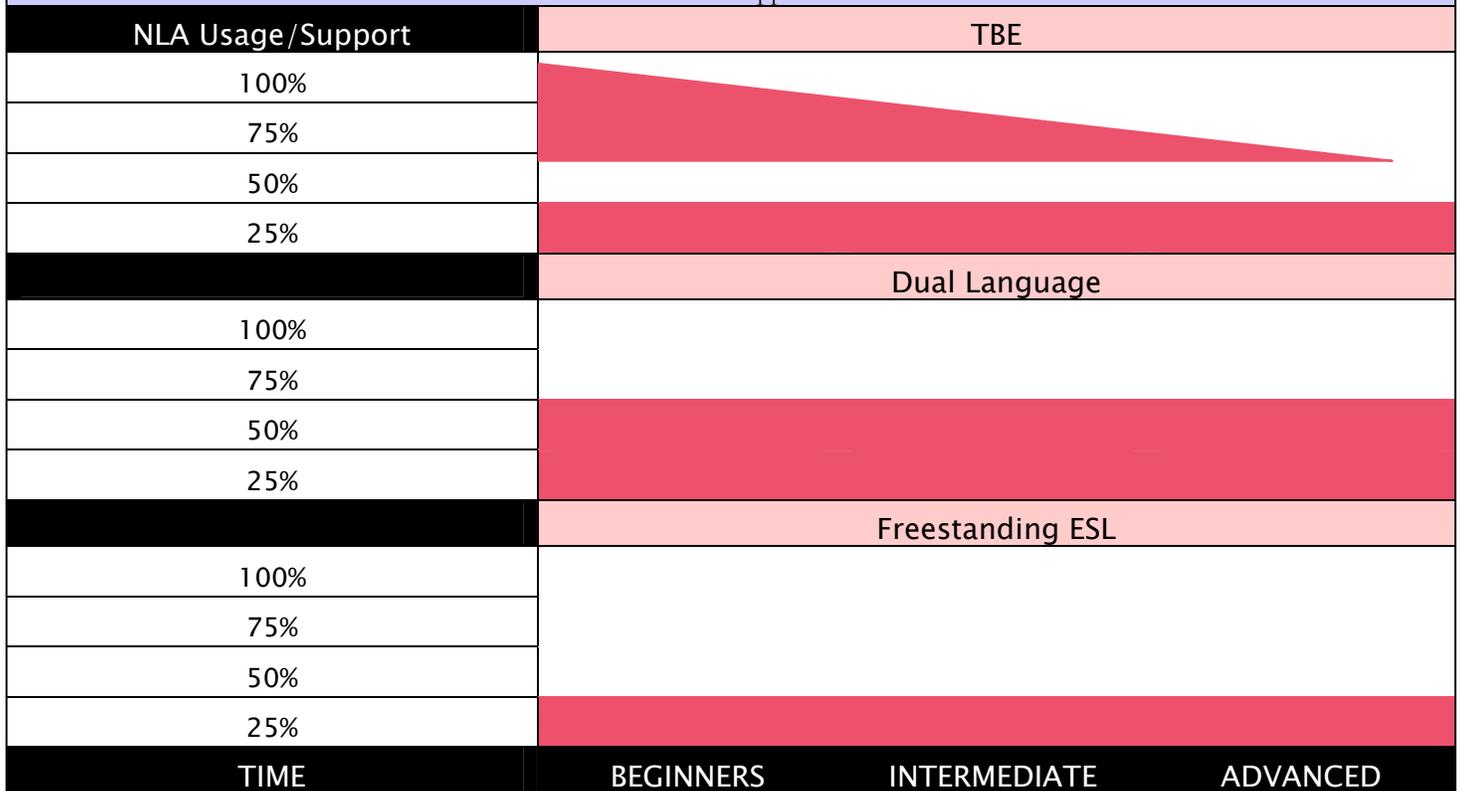
| Programming and Scheduling Information | | | | | | | | | | |
|---|----------|----------|----------|----------|-----------|----------|----------|----------|----------|-----------|
| <p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (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])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. | | | | | | | | | | |
| TOTAL | 3 | 5 | 4 | 9 | 10 | 5 | 0 | 0 | 0 | 36 |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | Beginning | Intermediate | Advanced |
|---|-------------------------|-------------------------|-------------------------|
| FOR ALL PROGRAM MODELS | | | |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS | | | |
| Native Language Arts | 90 minutes per day | 90 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | |
|---|---|---|---|---|----|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B) | 1 | 3 | 2 | 1 | | 1 | | | | 8 |
| Intermediate(I) | 2 | 2 | 2 | 3 | 1 | | | | | 10 |
| Advanced (A) | | | | 5 | 9 | 4 | | | | 18 |
| Total Tested | 3 | 5 | 4 | 9 | 10 | 5 | 0 | 0 | 0 | 36 |

| | | | | | | | | | |
|------------------------------|--|--|--|--|---|--|---|--|---|
| 4 | | | | | 1 | | 3 | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| ECLAS-2 | | | | | | | |
|---------|---------|----------|-----------|----------|---------|----------|--|
| | Level I | Level II | Level III | Level IV | Level V | Level VI | |
| K | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |

| EL SOL | | | | | | |
|--------|---------|----------|-----------|----------|---------|----------|
| | Level I | Level II | Level III | Level IV | Level V | Level VI |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

| NATIVE LANGUAGE READING TESTS | | |
|-------------------------------|---|---|
| | Percent of ELLs Passing Test (based on number of ELLs tested) | (For Dual Language) Percent of EPs Passing Test (based on number of EPs tested) |
| ELE (Spanish Reading Test) | % | % |
| Chinese Reading Test | % | % |

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|--------------------------------|-----------|-----------------|
| Kathleen A. Sciortino | Assistant Principal | | |
| Kevin Burke | Parent Coordinator | | |
| Danielle Keller | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | School Achievement Facilitator | | |
| | Network Leader | | |
| | Other | | |
| | Other | | |

| | | | |
|---|--|------|--|
| | | | |
| | | | |
| Signatures | | | |
| School Principal | | Date | |
| Community Superintendent | | Date | |
| Reviewed by ELL Compliance and Performance Specialist | | Date | |
| | | | |

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 36 **LEP** **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The instructional Title III Program is the E.S.L. Geocaching after-school program. A certified E.S.L teacher, using English as the sole language of instruction, teaches the program. It is offered to all ELLs in grades K-5, about 36 students. The duration of the program is 45 sessions at two hours a session twice a week starting in December and running until late May. To meet the different needs of our ELLs we will categorize them by grade and level of proficiency of the English language. There will be five groups and each group will be seen for about 4 to 5 weeks.

The focus of our Language Instructional Program will incorporate a thematic approach entitled "Building Geography." This program will provide "Direct Supplemental Instruction" after school for our ELL student population. To reinforce second language acquisition, the activities that occur are hands-on projects connected with rigorous reading and writing pieces. The activities are geared to strengthen independent reading, build fluency and expand reading and writing experiences. This year we will continue and expand the geocaching program that began last year. In addition, we will build on the storytelling program that enables ELLs to emerge and grow as writers and speakers bridging language and culture in a non-threatening environment. This program is a fully hands-on program that integrates various learning standards in the academic of science, math, reading and writing skills. Students will encounter teamwork and management skills and it will provide a well-balanced and comprehensive array of language activities that support the academic, social and emotional development of ELL children in the 21st century. It is our sincere expectation that, with this program, our ELL students will learn skills in literacy, math, mapping, technology, science, and socialization. The rationale for the selection of the programs/activities comes directly from our C.E.P. Our objective, in the C.E.P., is to provide innovative strategies for ELL students, which encourage their improvement in academic achievement.

Last year we purchased the Rosetta Stone software and a Smartboard. This year we will continue and expand using these programs due to students having a high success rate in learning English as a Second Language because of its multi-sensory approach, which utilizes visual, auditory, kinesthetic, and tactile modes. The ESL teacher will utilize the Smartboard by preparing interactive hands-on lessons on her flash drive and transfer it to the Smartboard where students learning will be enhanced. Having this hands-on technology in the ESL after school program will not only lengthen the retention span of English Language Learners, it will embellish the learning process. The Smart board is in the ESL classroom on the second floor to meet the instructional and motivational needs of the at risk students of this subgroup.

This year we purchased the *Getting Ready for The NYSESLAT and Beyond* books on grade levels from Kindergarten to Fifth grade. These books will be used to strengthen their listening, speaking, reading and writing skills. It also has ongoing assessment activities to measure progress in attaining English language proficiency. We also purchased The Longman Cornerstone books, which is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction together with a balance of geographical readings. This program provides innovative strategies for ELLs to encourage their improvement in academic achievement.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development opportunities are offered to all staff members during the day or on half days. The staff development will include the different E.S.L. strategies to assist teachers and other staff members in development of academic language thorough content for ELLs. The Geocaching program will enrich our Core Curriculum and will extend the school services above and beyond what is presently offered to our ELL student population and community.

In order to accomplish these goals, we will plan on-going Professional Development to be scheduled throughout this supplemental program. The Professional Development activities and topics may included: Investigate the Independent Investigation Method, Exploration at the Hall of Science, Workshop(s) facilitated by professional organizations and individuals, Turnkey Workshops by certified teachers, Investigate and create a Geocaching Library, Investigate the history of Geocaching, Connecting Geocaching with Storytelling strategies, Design and Bury Caches, Compare Caches in the US with Caches from our ELLs Native country, Uploading information about buried caches incorporating Basic English Terminology, Organize Geocaching information for Analysis and Evaluation by ELLs and Connecting Rosetta Stone and hands-on interacting with Geocaching.

Parent and Community Participation Activity

At P.S. 115Q, parents will be invited to participate and engage in all activities that are an outgrowth of this ESL After-School Program. Title III funds will provide for opportunities in which parents and children may interact with each other in the school setting making the school a comfortable place for parents. The certified ESL teacher invites all of the 36 ELL parents to workshops, which simulate the children’s activities, to familiarize them with what the children are experiencing and understand the educational components. There will also be side-by-side activities planned for the parents and children where the children may “teach” their parents about Geocaching. There will be a total of 10 workshops, two for each group. In addition, parents will be invited to go on a trip to explore The Hall of Science in early May.

Form TIII – A (1)(b)

School: 115Q BEDS Code: 342600010115

**Title III LEP Program
School Building Budget Summary**

| | | |
|--|------------------------|---|
| Allocation Amount: \$15,000 pending | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem | \$9,958.44 | Professional Salaries 45 sessions x 2 hours x 1 teacher w/fringes = \$4,490.10 45 sessions x 2 hours x 1 supervisor w/fringes = \$4,670.10 16 planning sessions x 1 hour x 1 teacher w/fringes = \$798.24 |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | \$2,000 | Professional Development and Parent Workshops Early Stages Professional Development 2 days @ \$800 per day = \$1,600.00 Exploration of the Hall of Science 2 trips @ \$200 per trip = \$400.00 |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$3,041.56 | Longman Cornerstone ESL textbooks @ \$2,041.56 Getting Ready for the NYSESLAT and Beyond, Grades K-5 @\$1,000 |
| Educational Software (Object Code 199) | N/A | |
| Travel | | |
| Other | | |
| TOTAL | \$15,000 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At P.S. 115 Q most of the student population is made up of different Indian, Spanish, and Asian dialects. To find out this information we looked at the data on the Home Language Identification Survey (HLIS) and on the Ethnicity Form. Every child has to have these forms on record since their first day of school. The data from the HLIS is recorded into ATS and a copy of each survey is filed in the main office to maintain whether the parent requires language assistance. To increase the level of communication forms that are sent home are translated into Punjabi, Urdu, Bengali, Hindi, Spanish, Korean and other Indian dialects when possible. All forms have the English and their Native Language translations to ensure interpretation of the information. During PTA meetings translators are available to insure communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The 36 parents of ELLs are given a letter asking what language they prefer notes to be sent home in. The majority of the letters being translated are in Punjabi, Hindi, Chinese, and Spanish. The ESL teacher gives ELL students the letter in their native language.

There are 10 parents that requested notes to be sent home in Punjabi translation, 1 parent in Hindi translation, 1 parent for Chinese translation and 3 for Spanish translation. The other parents requested that the notes be sent home in English. The ESL teacher insures that letters are sent home in the written translation requested. During Parent/Teacher Conferences translators of Punjabi, Hindi, Chinese and Spanish are available to help with oral translation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

To translate forms to be sent home the forms are first given to the ESL teacher. Then, the ESL teacher gives the forms to our in-house school staff translators of Punjabi, Hindi, Spanish and Chinese. These forms are always given to the translators 1 week in advance to ensure timely provision of translated documents to the parents. If we need to translate a form for a much later date that form would be sent to the DOE translation unit. In addition, when forms are available on the Internet in different languages they are downloaded in the languages we need. If the languages we need are not available on the Internet, then they would give it to our in school translators.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Teachers are provided with the Translation Unit telephone number to assist oral communication with parents in their native language. In addition, in house oral translation is provided by school staff in Punjabi, Hindi, Spanish and Chinese.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At P.S. 115Q we fulfill Section VII of the Chancellor's Regulations – A663 regarding parental notification requirements for translation and interpretation services. The parents were notified by letter of the translations available in-house. New admits/transfers complete a Home Language Survey indicating the language they want to receive written communications.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|---------|--------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | | \$167,960 | \$167,960 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$1,679 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$8,390 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$16,796 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 115 Q will:

1. Provide parents with frequent reports on their child’s progress:
 - ARIS Parent Link log in information and workshops
 - ACUITY website
 - Inform parents of new standards in Language Arts, Math, Science, Applied Learning
 - Student report cards
 - Promotion in doubt letters twice yearly
2. Advise parent/guardians about the purpose and use of NYS assessments
3. Provide grading policies and rubrics
4. Distribute DOE publications, i.e.; Family Guides, Health Pamphlets, etc.
5. Parent/Teacher orientation meetings (open house) to discuss the expectations for the year.
6. Individual parent/teacher conferences twice yearly.
7. Provide parents opportunity for telephone conferences and email addresses to help keep them aware of their child’s progress.
8. Distribute copy of Discipline Code and Student Behavior Contract to all families.
9. Invite parents to concerts, plays, literacy and math celebrations and other performances.
10. Encourage parents to visit the NYC Department of Education website to keep informed of events and policies.
11. Encourage a relationship with the Parent Coordinator who will:
 - Coordinate parent outreach especially ELL parents
 - Coordinate all curriculum related parent workshops
 - Conduct parent workshops
 - Invite parent/guardian to a new parent orientation breakfast
12. Encourage parent/guardian participation in

- The PTA to encourage class parents to inform other parents/guardians of classroom activities, coordinate fundraising, increase attendance at PTA meetings and provide knowledge of school issues.
- The School Leadership Team working in partnership with the principal, parents and teachers to determine the school's educational direction, create the CEP, and develop school-based budget and staffing plan aligned with the CEP.
- The School Safety Committee to review the School Safety Plan and address safety issues.
- Grant writing to fund special programs or objectives of the CEP for which there is no other funding

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I: PS 115Q 2009-2010 Parent Compact

Parent Responsibilities

Parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Getting my child to and from school safely daily
- Making sure my child is on time and prepared daily
- Monitoring attendance
- Talking with my child about his/her school activities everyday
- Scheduling daily homework time
- Providing a proper environment for studying
- Make sure homework is completed
- Participating in decisions relating to my child's education
- Promoting positive use of my child's free time
- Limiting the amount of TV and game time
- Monitoring Internet usage
- Participating in school activities on a regular basis

- Staying informed about my child's education and communicating with the school
- Promptly reading all notices from the school that come home via backpack, mail, or internet and responding
- Reading together with my child daily
- Being aware of and following the rules and regulations of the school
- Supporting the school discipline policy
- Express high expectations and positive reinforcement and encouragement to my child

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Need Assessment

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

See CEP Goals and Action Plan

3. Instruction by highly qualified staff.

See CEP Action Plan

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See CEP Action Plan

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

See Parent Compact

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school's Consolidated Plan addresses community based partnership programs and plans to assist students to transition into elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See CEP Action Plan

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See AIS Section

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school's Consolidated Plan addresses community-based partnership programs and plans to assist students in these areas. The school's guidance counselor provides violence prevention professional development to all staff. They also coordinate sessions in conjunction with our SAPIS worker.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 115 uses the MacMillan/McGraw Hill Reading program and Math programs. We have received Professional Development on how MacMillan/McGraw Hill is aligned to the NYS Standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every teacher on our staff knows and used the NYS Learning Standards when planning their lessons. Formal and informal observations dispel the findings

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We use the MacMillan/McGraw- Hill Math series which is aligned with the New York State process strands and content strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence generated from our Math series through tests and observations will dispel the relevance of this finding.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through formal and informal observations, the Principal and Assistant Principal will evaluate each teacher's instructional orientation.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers at P.S. 115 use the workshop model to instruct their classes. During independent reading, guided reading groups are conducted by the teacher.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Classroom observations will prove there is a wide variety of activities are being used during math class. The computer teacher supports the classroom teacher in expanding technology in math.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This year's theme is "Structures". Math will play an important role in studying and creating various three dimensional structures. Students will study mathematical principles through a thematic approach.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There is very little teacher turn over in our school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There are personnel reports that the Department of Education generates in which we see very little turnover.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL teacher on her own time went for OTEL training. Not all professional development is for the Elementary level and when it is, it is for three sessions. P.S. 115Q has only 1 ESL teacher and therefore cannot cancel ESL classes for three days.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

On a monthly basis the Office of English Language Learners sent an email with all ESL professional development.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL teacher, at the beginning of the school year, runs reports on ATS to find out how ELL students tested on the NYSESLAT. She then notifies teachers of when students will be taken for ESL services. At that time, she lets the classroom teacher know the proficiency level of their students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We inform teachers the progress of ELLs and their services from the data collected on ATS.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Interviews with teachers indicate they are knowledgeable regarding accommodations and modifications that would help support their

students with disabilities.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our teachers use the "SIMS" book to plan their lessons for at risk students. We have 3 CTT classes I which all teachers are very familiar with disabled students needs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A careful review of our students' IEPs proves that there is specific testing accommodations for students with disabilities

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It clearly states on the IEPs for our disabled students that there are behavioral plans (page 4).

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

There are two students presently in temporary housing (doubled up with relatives).

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

The school liaison will identify the student and meet with the family to discuss the student's needs and learns their daily routine. The liaison will collaborate transportation and the breakfast/lunch program. The liaison will work with the family to provide the family with community resources. The school can assist the student with counseling support, school supplies, school trip fees, class pictures, senior dues, senior yearbook, and senior pictures. The school will keep information confidential to avoid embarrassment on the part of the student.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.