



P.S. 015 PATRICK F. DALY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 015 PATRICK F. DALY
ADDRESS: 71 SULLIVAN STREET
TELEPHONE: 718-330-9280
FAX: 718-596-2576

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331500010015 **SCHOOL NAME:** P.S. 015 Patrick F. Daly

SCHOOL ADDRESS: 71 SULLIVAN STREET, BROOKLYN, NY, 11231

SCHOOL TELEPHONE: 718-330-9280 **FAX:** 718-596-2576

SCHOOL CONTACT PERSON: PEGGY WYNS-MADISON **EMAIL ADDRESS** PWyns@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: DENISE LEONARD

PRINCIPAL: PEGGY WYNS-MADISON

UFT CHAPTER LEADER: IEMAN ELZOGHBY

PARENTS' ASSOCIATION PRESIDENT: LYDIA BELLAHCENE

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN 409

NETWORK LEADER: NEAL OPROMALLA/Nilda Kraft

SUPERINTENDENT: ANITA SKOP

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
PEGGY WYNS-MADISON	Principal	Electronic Signature Approved.
Denise Leonard	UFT Member	Electronic Signature Approved.
Rosemary Leahy	UFT Member	Electronic Signature Approved.
Marie Sirotniak	UFT Member	Electronic Signature Approved.
Nahisha McCoy	Parent	Electronic Signature Approved.
Lydia Bellahcene	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Ieman Elzoghby	UFT Chapter Leader	Electronic Signature Approved.
Aida Diaz	Title I Parent Representative	Electronic Signature Approved.
Caitlin Cassaro	Parent	Electronic Signature Approved. Comments: Caitlin Cassaro
Stephanie Batchelder	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

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.

□

This school is a central part of the community since, traditionally, Red Hook has been isolated and under served. P.S. 15 earned an A on the New York City report card for four consecutive years. The student body is served by highly knowledgeable and highly qualified administrators, teachers, and support staff who work as a team to prepare the students for success. Collaboration and professional partnerships with community-based organizations address the physical, intellectual, social, moral, and emotional needs of the students. A standards-based and rigorous comprehensive educational program is provided for all students. Classrooms are child-centered and instruction focuses on Oral Language Acquisition. Teachers utilize a continuous data-driven approach to improve student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a consistent basis. Both Academic Intervention Services and enrichment activities are offered before, and during the school day.

This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics, and other content areas. The second level to be implemented concurrently will focus on effective practices in the delivery of instruction. Most professional development will be delivered in the teacher's classroom. Literacy, implementation of SMART goals, development of the Schoolwide Enrichment Model, and the integration of the new Common Core Standards is the main focus of professional development.

Test preparation, nutrition, language acquisition, and developmental stages of childhood are examples of parent workshops held. P.S. 15 is a safe haven in the neighborhood that benefits both students and families.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 015 Patrick F. Daly								
District:		15	DBN #:		15K015	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		28	31	49			92.3	92.8	TBD	
Kindergarten		51	54	46						
Grade 1		60	57	49	Student Stability - % of Enrollment:					
Grade 2		76	59	51	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		58	73	62			92.3	96.24	TBD	
Grade 4		59	58	72						
Grade 5		51	56	54	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			86.3	86.3	93.9	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			19	64	TBD	
Grade 12		0	0	0						
Ungraded		3	1	7	Recent Immigrants - Total Number:					
Total		386	389	390	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	1	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		55	58	64	Principal Suspensions		0	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		33	45	42	Superintendent Suspensions		3	1	TBD	
Number all others		12	11	21						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	37	28	35	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	3	27	Number of Teachers	43	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	8	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.8	72.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.4	67.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	91	TBD
American Indian or Alaska Native	1	0.8	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	94.9	TBD
Black or African American	44.6	42.9	36.9				
Hispanic or Latino	48.7	47.3	51				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.3	1.8				
White	5.2	6.9	7.7				
Multi-racial							
Male	52.1	56.6	55.1				
Female	47.9	43.4	44.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	-	-					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	95.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

After conducting a needs assessment, the following major finding were evident in student performance:

- a decrease in the number of students performing at levels 3 and 4 on the NYS ELA and Math assessments
- an increase in the number of students performing at levels 1 and 2 on the NYS ELA and Math assessments
- an increase in the number of ELL population who showed improved as measured by the NYSESLAT exam
- an decrease in the number of students with disabilities who scored at or above level 2 on all NYS assessments
- an increase in the number of students who reach grade level benchmarks as measured by ECLAS-2

The greatest accomplishments over the last couple of years include:

- maintaining a score of A on the NY City Progress Report
- maintaining a rating of "School in Good Standing" on NYS School Report Card
- performing higher in student progress than our peer horizon schools
- an increase in the number of students performing at level 4 on the NYS Science assessment
- a steady increase in the participation rate of parents at school sponsored events
- recipient of numerous grants

The most significant aids to the school's continuous improvement:

- implementation of Tier I and Tier II intervention strategies
- collaborative and professional partnerships with community-based organizations, cultural associations, and academic programs
- ongoing professional reflection and learning through working lunches, common preparation periods, and mandated staff development sessions
- dedicated and hard working effective staff members
- formal and informal observations

- bilingual and dedicated parent coordinator organizes numerous parent workshops based on parent input
- proactive and diverse mental health component

Significant barriers to the school's continuous improvement are :

- decreased enrollment
- societal haves and have-nots
- poor transportation
- lack of early intervention
- higher number of students with disabilities
- lack of access to medical facilities

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 3% of all ELL and students with special needs in grades K-2 will demonstrate proficiency in reading as measured by ECLAS-2 and the NYSESLAT.	<input type="checkbox"/> We will continue to focus on the Students with Disabilities and ELL subgroups for the 2010-2011 schoolyear in the area of reading.
<input type="checkbox"/> By June 90% of all teachers will follow The Schoolwide Enrichment Model by Joseph Renzulli.	<input type="checkbox"/> After careful consideration and review of all data, the core inquiry team found that student achievement is directly linked to an interdisciplinary and rigorous curriculum that exposes students to a wide variety of disciplines and topics. As a result P.S. 15 will implement an enrichment program to develop individual student talent.
<input type="checkbox"/> By June there will be a 3% increase in the number of parents who participate in school-wide activities.	<input type="checkbox"/> After reviewing the attendance rate of parents who participate in activities that foster parental involvement, the SLT found that additional parental involvement continues to be a high priority. As a result, we will continue to address the need for increased parental involvement.

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 2010-11 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, PLA, 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 **ELA**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>By June 3% of all ELL and students with special needs in grades K-2 will demonstrate proficiency in reading as measured by ECLAS-2 and the NYSESLAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Grade planning during scheduled common preparation time • Professional development on reading comprehension strategies during working lunches • Intervisitation among staff members • Model lessons by literacy coach and ELL teacher • Affiliation with Wilson Language System • Affiliation with AUSSIE • Alignment of reading curriculum with Common Core Standards • Use of Total Physical Response (TPR) program by the ELL teacher • Professional development provided by the SETTS teacher and related service providers in differentiated instruction • Extended day remediation lessons • Professional development in LRE and behavior management provided by the Special Education Department • Internet access in every classroom • Establishment of rubrics that are closely aligned to state standards • Alignment of budget with the goals of the CEP • Use of Reciprocal Teaching Strategies • Small group lessons targeting specific reading comprehension skills

	<ul style="list-style-type: none"> • Implementation of school-wide reading program (Making Meaning) • Continued use of NYC mandated Balanced Literacy Model • Classroom leveled libraries • Use of Readers Theater • Intervention programs Great Leaps, Foundations, and Harcourt NY • Professional development in language acquisition by ELL teacher • Differentiated instruction • Continuation of interactive reading remediation web-based programs • Increased opportunities in mainstreaming of students with disabilities • Establishment of a mentoring program with the Red Hook Justice Center Affiliation with H.E.A.R.T, Added Value Farm, CookShop, and Marquis Studios
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <ul style="list-style-type: none"> • C4E • ARRA • Tax Levy –DRA Stabilization • Tax Levy – Legacy Teacher • Title I • Title II • Title III • Fair Student Funding • I.D.E.A. • ESO Support <p><u>September to October</u> All personnel begin literacy screening.</p> <p><u>October to January</u> All personnel analyze the ECLAS-2 results and implement strategic planning.</p> <p><u>February to April</u> All personnel are utilized for delivery of services.</p> <p><u>May to June</u> Review of formative and summative assessments</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Semi-annual results of ELCAS-2 will indicate an increase in the number of students with disabilities reaching benchmark levels. • Yearly results of the NYSESLAT exam will indicate an increase in the number of students with disabilities who reach the advanced level. • Quarterly results of the Developmental Reading Assessment will indicate progress in attaining grade appropriate benchmarks. • An increase in the number of students with disabilities will meet promotional criteria
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 90% of all teachers will follow The Schoolwide Enrichment Model by Joseph Renzulli.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional development in the Schoolwide Enrichment Model • Attendance at Confratute • Professional Learning Communities • Uniform study of <u>The Schoolwide Enrichment Model A How-To Guide for Educational Excellence</u> by Joseph Renzulli and Sally M. Reis • Formation of Enrichment Clubs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • C4E • Title I • Fair Student Funding • ARRA

<p><i>action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Yearly results of NYS standardized assessments will indicate an increase in the number of students performing at level 4. Quarterly results of formative and summative assessments will indicate an increase in the number students who show progress in attaining a score in Tier IV as measured by the ITA and Predictive exams. Semi-annual results of ELCAS-2 will indicate an increase in the number of students exceeding benchmark levels. Quarterly results of the Developmental Reading Assessment will indicate an increase in the number students surpassing grade appropriate benchmarks. Review of formative and summative assessments</p> <p><u>September to October</u> All personnel will analyze results of interest surveys. Extended day enrichment services</p> <p><u>October to May</u> Delivery of services in eight week cycles. All personnel will analyze results of interest surveys Extended day enrichment services</p> <p><u>June</u> All personnel will analyze results of feedback surveys for program evaluation.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June there will be a 3% increase in the number of parents who participate in</p>
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<i>Time-bound.</i>	school-wide activities.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Continuation of Toddler Time • Increased role of Parent Coordinator • Increased number of parent workshops held at night • Orientation sessions on the Learning Environment Survey • Increased membership of the Friends of P.S. 15 Committee • Expansion in medical services provided by the school health and Lutheran Medical Department • Monthly distribution of parent calendar • Continued association with Good Shepherd Services, Cornell Wellness program • Continuation of collaboration with Red Hook Initiative • Affiliation with the NYC Parks Department • Affiliation with Puppetworks • Affiliation with Added Value • School Leadership training
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Title I • Children's First Funding • Fair Student Funding • Tax Levy <p>ARRA</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Increased rate of return of Learning Environment Survey • Total compliance of School Leadership Team membership requirements • Bi-monthly School Leadership Team meetings • Monthly Toddler Time sessions • Reflection sheets on the Toddler Time program • Attendance data reflecting an increase in the number of Learning Leaders </div>

participants

- Monthly parent involvement calendar
- Increase in attendance at monthly PTA/Principal meetings
- Monthly Friends of P.S.15 meetings
- Monthly Library Committee meetings
- Weekly parent workshops
- Increase in the number of weekend events that promote family participation

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	20	20	N/A	N/A	8	2	5	10
1	20	10	N/A	N/A	15	1	5	10
2	12	10	N/A	N/A	10		10	10
3	24	15	N/A	N/A	15		10	10
4	30	20	10	30	15		15	10
5	20	15	5	18	15		10	10
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<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><input type="checkbox"/> a combination of whole class, small group pull-out/push-in programs that offer instruction before and during the school day using various programs: Great Leaps, Text Savvy, Wilson, Kaplan, Rigby Intervention program, Making Meaning and Being a Writer</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> small group instruction provided by classroom teachers before and during the school day</p>
<p>Science:</p>	<p><input type="checkbox"/> early morning science program focusing on the scientific method and inquiry based projects. Affiliation with the NY Horticultural Society and the Liberty Sunset Garden Center, and Added Value.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> early morning class that offers a hands-on approach to government, civics, economics, and geography</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> small group and one-on-one counseling sessions for children in crisis.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> preventative small group counseling sessions offer strategies for behavior modification</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> small group sessions focus on self improvement</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Lutheran medical staff offers professional training on health issues including, nutrition, hygiene, general well care</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 39

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

On a cyclical basis, for fifty minute periods, students will be exposed to the Total Physical Response method of learning. This program offers students new techniques and different ways of expressing themselves in English. Through inquiry-based and hands-on immersion, Young Audiences will cultivate imaginative capacities, **Events will be held throughout the year to invite community members to participate in instructional workshops.**

On a cyclical basis, for fifty minute periods, students will be exposed to the Total Physical Response method of learning. This program offers students new techniques and different ways of expressing themselves in English. Through inquiry-based and hands-on immersion, Young Audiences will cultivate imaginative capacities, **Events will be held throughout the year to invite community members to participate in instructional workshops.**

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.

□

The licensed ESL teacher provides workshops throughout the year on techniques that educators can use in the classroom setting, or during the administration of related services such as speech, physical and occupational therapy. Some topics explored are: Sheltered Instruction, Lesson Planning for English Language Learners, Effective use of Visuals and Realia, Total Physical Response, and Language Experience Approach. The ESL teacher is also a member of the inquiry team, whose primary focus this year is to enrich and develop vocabulary which aligns directly with ESL instruction.

Section III. Title III Budget

—

School: P.S. 15

BEDS Code: 331500010015

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	14,000.00	<input type="checkbox"/> Through inquiry-based and hands-on immersion, Young Audiences will: <ul style="list-style-type: none"> • cultivate imaginative capacities • build cognitive, physical, and social skills • enrich learning by linking to existing curricula • provide access to primary arts resources and promote arts appreciation within communities • give parents and families the opportunity to be involved in their children's education
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,000.00	<input type="checkbox"/> Fabric, stage props, music, refreshments, books, arts and craft supplies
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

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.

The Parental Choice letters are distributed within 10 days of admission. Parent's requests are adhered to. Department of Education DVD's are available in the student's home language where parents are introduced to all types of programs they can opt for.

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.

After reporting the findings from the HLS form and meeting with ESL parents, the ESL teacher informs the Parent Coordinator, Guidance Counselor, the Pupil Accounting Secretary, and parent volunteers for the families that would require both written and oral translation. The ESL teacher also notifies the classroom teachers of parents who are also in need of these services.

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.

All important notices from the Department of Education come in translated versions. These are duplicated and classroom teachers distribute the correct home language notice of the ELL pupil. Other home notices and the school calendar can be translated by the Parent Coordinator and various staff. Members of the PTA can also provide both written and oral translations.

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.

□ At our monthly PTA meeting, the Parent Coordinator, and parent volunteers interpret the meeting for those parents who attend. The Parent Coordinator is available to interpret for parents during fall grade conference, Open School Conference, and other parent-teacher discussions. During IEP conferences, a member of the IEP team can also translate for parents. A bilingual school-aide calls parents about absentees and is available to assist parents when they come to the main office.

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>.

□ P.S. 15 follows Section VII of the Chancellor's Regulations. Parents are notified of their rights regarding translations and how to obtain them. The ESL teacher and the Parent Coordinator will apprise the parents of their right to translation and how to access such services. Translation services will be utilized when necessary.

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 2010-11:	350,432.00	67,438.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,504.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,522.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,430.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

Monies became available for teachers to become highly qualified by attending selected universities and completing course requirements.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

School Parent Compact

P.S. 15K and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school 2010-2011.

School Responsibilities

P.S. 15K will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

P.S. 15 is a community-based school servicing the children of Red Hook, Brooklyn. All of the classes from Pre-Kindergarten through Grade 5 are heterogeneously grouped and follow the Balanced Literacy Approach to reading. The Special Education Program follows the guidelines of the Special Education Initiative by placing special needs students in their Least Restrictive Environment. P.S. 15 offers Intergrated Co-Teaching classes, full-time special education classes, Special Education Teacher Support Services, Counseling, Speech, Occupational Therapy, and Physical Therapy.

A variety of programs are offered to our students. In collaboration with Studio in a School and the Resolving Conflicts Creatively Program, Creative Arts Team, Young Audiences New York, and The Rain Forest Alliance children experience a rich curriculum that increases their self-esteem and their appreciation of the arts and increased awareness of the environment. Through our extended day programs, language and conversations are encouraged in a child-centered atmosphere. Enrichment activities include violin classes, guitar classes and dance.

Intervention is an integral part of school life at P.S. 15. Through a variety of literacy, math, and speech services, many of our children receive additional remedial instruction.

The Inquiry Team through its research is introducing the new core standards to the staff.

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-Teacher Conferences will be held on November 9, 2010 and March 15, 2011.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

A uniform school report card will be sent home three times a year – November, March, and June. The results of the formative and summative tests will be available to all parents. Parents will have access online to test result, as well as a hard copy provided by the school. The NYC Progress Report is made available to all interested parents.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The staff may consult with parents during appointments made before school, at lunch, or during a preparation time. They may meet in the classroom or guidance office. The Parent Coordinator is available to meet with parents before, during, and after the school day.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

In September, there is a get-acquainted meeting with each grade to meet the teachers and learn the year's curriculum. Parents are invited on school trips, to Writer's Celebrations and all school shows and plays. We are also involved in the Learning Leaders Program and have a PTA and Leadership Team.

Parent Responsibilities

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

- q Supporting my child's learning by making education a priority in our home by:
 - § Making sure my child is on time and prepared everyday for school;
 - § Monitoring attendance;
 - § Talking with my child about his/her activities every day;
 - § Scheduling daily homework time;
 - § Providing an environment conducive for study;
 - § Making sure that homework is completed;
 - § Monitoring the amount of television my children watch;
- q Participating, as appropriate, in decisions relating to my children's education;
- q Participating in school activities on a regular basis;
- q Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- q Reading together with my child every day;

- q Providing my child with a library card;
- q Communicating positive values and character traits, such as respect, hard work, and responsibility;
- q Respecting the cultural differences of others;
- q Helping my child accept consequences for negative behavior;
- q Being aware of and following the rules and regulations of the school and district;
- q Supporting the school’s discipline policy;
- q Express high expectation and offer praise and encouragement for achievement.

School Staff-Print name	Signature	Date
Parent(s) – Print Name		
Student (if applicable) – Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-parent Compact will be helpful, signatures may be encouraged.)

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.

□

Title 1 Parent Involvement Policy

1. P.S. 15 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/CDEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Parents will be informed of proposed dates of District 15 meetings and CEC meetings
 - Opportunities will be provided for parents to attend District 15 meetings and CEC meetings

2. P.S. 15K will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - We will have an active School leadership Team that is knowledgeable in school-based issues.
 - We will have an active role in writing the CEP.
3. P.S. 15K will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs (State-operated preschool programs) by:
 - Classes are offered in parenting issues such as nutrition, nurturing, literacy, and math.
 - The services of a social worker, a school nurse and a Parent Coordinator will be utilized.
4. P.S. 15K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Issues and topics will be addressed such as curriculum, parenting skills, medical difficulties, and language problems as the needs arise.
 - Parents' surveys will be distributed at PTA meetings by the Parent Coordinator.
 - Parents will choose the types of workshops that they want offered over the course of the school year.

5. P.S. 15K will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph–
 - Ø The State's academic content standards;
 - Ø The State's student academic achievement standards;
 - Ø The State and local academic assessments including alternate assessments;
 - Ø The requirements of Title I, Part A;
 - Ø How to monitor their child's progress;
 - Ø How to work with educators.
 - The parents will attend NYC conferences and workshops in school.
 - The parents will receive technology training.
 - b. P.S. 15K will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - We will hold workshops, on balanced literacy, test preparation in reading, math, science, ESL, technology, and the new Common Core Standards.
 - Materials will be provided to support these workshops.
 - c. P.S. 15K will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.
 - The principal will conduct joint meetings with the PTA.
 - The School Leadership Team will serve as a strong committee that will focus on bringing parents, teachers, and administrators together.
 - The Parent Coordinator will be the main liaison between school and home.
 - d. P.S. 15K will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Literacy Inc. The Parents as Partners Program, and public pre-school and other programs and conduct and/or encourage participation in the education of their children by:
 - Offering classes on issues that are important to the parents.

- An active Parent Coordinator will serve as a link between home and school.
 - Multi-lingual personnel will be available to assist parents.
- e. P.S. 15K will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Letters notifying parents of eligibility for Title I in English, Spanish, Mandarin, and Arabic will be sent.
 - Monthly calendars will be distributed that highlight major events of the month, and the curriculum focus of the month.
 - The Intervention Team will offer guidance to parents for the children receiving Title I Services.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

After conducting a needs assessment, the following major findings were evident in student performance:

- a decrease in the number of students performing at levels 3 and 4 on the NYS ELA and Math assessments
- an increase in the number of students performing at levels 1 and 2 on the NYS ELA and Math assessments
- an increase in the number of ELL population who showed improved as measured by the NYSESLAT exam
- an decrease in the number of students with disabilities who scored at or above level 2 on all NYS assessments
- an increase in the number of students who reach grade level benchmarks as measured by ECLAS-2

2. Schoolwide reform strategies that:

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

- Grade planning during scheduled common preparation time
- Professional development on reading comprehension strategies during working lunches
- Intervisitation among staff members
- Model lessons by literacy coach and ELL teacher
- Affiliation with AUSSIE
- Alignment of reading curriculum with Common Core Standards
- Use of Total Physical Response (TPR) program by the ELL teacher
- Internet access in every classroom
- Establishment of rubrics that are closely aligned to state standards
- Use of Reciprocal Teaching Strategies

- Small group lessons targeting specific reading comprehension skills
- Implementation of school-wide reading program (Making Meaning)
- Continued use of NYC mandated Balanced Literacy Model
- Classroom leveled libraries
- Use of Readers Theater
- Professional development in language acquisition by ELL teacher
- Differentiated instruction
- Establishment of a mentoring program with the Red Hook Justice Center Affiliation with H.E.A.R.T, Added Value Farm, CookShop, and Marquis Studios

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.

- - Combination of remediation and enrichment clubs are offered in our extended day program
 - Aftercare services are offered to our pre-kindergarten and kindergarten students
 - Collaboration with Good Shepherd Services in an aftercare program focusing on reading comprehension

o Help provide an enriched and accelerated curriculum.

- Professional development in the Schoolwide Enrichment Model
 - Attendance at Confratute
 - Professional Learning Communities
 - Uniform study of The Schoolwide Enrichment Model A How-To Guide for Educational Excellence by Joseph Renzulli and Sally M. Reis

Formation of Enrichment Clubs

o Meet the educational needs of historically underserved populations.

- - □Affiliation with Wilson Language System
 - Professional development provided by the SETTS teacher and related service providers in differentiated instruction
 - Increased opportunities in mainstreaming of students with disabilities
 - Push-in/Pull-out lessons provided by AIS coach
 - Extended day services

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.

- Full-time guidance counselor
- Full-time social worker
- Mentoring program
- Affiliation with Lutheran Mental Health Services
- Formation of Boys/Girls Club
- Junior High School preparation classes
- Affiliation with Red Hook Initiative

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

100% of the teachers are fully licensed and permanently assigned to P.S. 15. As of September 2010, 91% of teachers hold a Master's Degree or are currently enrolled in a Master's program.

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.

Our ongoing professional development will use effective methods and instructional practices that are based on scientific research and that strengthen the core academic program, provide an enriched and accelerated curriculum, increase the amount of quality learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities; include strategies for

meeting the educational needs of historically underserved populations; and are consistent with and are designed to implement state and local improvement plans. The Common Core Standards will be the focal point of inquiry for the 2010-2011 school year.

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.

In an effort to increase parental involvement we schedule School Leadership Team meetings; Homework Helpers, parent-teacher meetings, curriculum based workshops, Celebration of the Arts, parenting workshops, parent-room activities, book of the month activities, educational/informational meetings, and intergenerational activities.

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.

In order to assist our pre-school students in the successful transition to the school-wide program, we offer Toddler Time, orientation sessions, child-centered classrooms, family literacy centers, the availability of a social worker and guidance services.

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.

The Intervention Team will serve as a resource regarding various assessment tools such as DRA, ECLAS-2 and Early Screening Inventory. Standardized test results will be analyzed at weekly grade meetings via ARIS on-line tool.

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.

Extended day services are offered for remediation and enrichment. On going assessments provide sufficient information to base effective assistance.

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.

Monies are used to promote nutrition, adult education, school readiness, and health related topics.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			350,432.00	True	Pgs. 12-17
Title I, Part A (ARRA)	Federal	Yes			67,438.00	True	Pgs. 12-17
Title II	Federal	Yes			22,390.00	True	Pgs. 12-15
Title III	Federal	Yes			15,000.00	True	Pgs. 20-21
Title IV	Federal		No				
IDEA	Federal	Yes			309,000.00	True	Pgs. 12-15
C4E	Federal	Yes			283,493.00	True	Pgs. 12-15
Tax Levy	Local	Yes			2,820,673.00	True	Pgs. 12-17

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

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

- A transportation plan will be developed and maintained by the guidance counselor and a Department of Education liaison.
- The guidance counselor will maintain on-going communication to help coordinate and expedite housing services.

Funds will be allocated to establish support groups and provide materials to be used during sessions the STH population, before and after school.

Part B:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_15K015_012411-103533.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 15	School Number 015	School Name Patrick F. Daly
Principal Peggy Wyns Madison	Assistant Principal		
Coach Marie Sirotniak/Literacy	Coach		
Teacher/Subject Area Alev Dervish/ESL	Guidance Counselor Susan MacDonald		
Teacher/Subject Area Pat Visbal/SETSS	Parent Lydia Bellahcene		
Teacher/Subject Area Denise Leonard/Intervention	Parent Coordinator Juanita Laboy		
Related Service Provider	Other		
Network Leader	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	386	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	10.62%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 15 follows the NYC DOE procedures (within ten days of enrollment) to identify students who may possibly be English Language Learners. First, new arrivals are identified by the Home Language Survey and an informal oral interview in the native language which is conducted by trained and licensed pedagogical personnel, and reviewed by the licensed ESL teacher. Translation services are available during this process. These results and/or the results of the LAB-R determine eligibility for the ESL program and/or instructional time for each student. The LAB-R is administered by the ESL teacher within ten days of the students' enrollment and are hand scored right away to initiate the necessary service. English Language Learners are evaluated yearly by careful analysis of the NYSESLAT scores. When the scores are released the ESL teacher along with the Academic Cabinet members, review the data in each strand and identify trends that will guide instruction for the school year. Each fall, orientation sessions are held within the first month of school with the parents to thoroughly discuss and explain NYC DOE ESL program choices (this occurs as needed throughout the school year as new students are admitted to P.S. 15). The program choices are as follows: Transitional Bilingual, Dual Language and Free Standing ESL programs. In these sessions translation services for Spanish and Arabic are provided. Parents are notified by entitlement letters written in their language of choice (as indicated on the HLS form) and this letter includes the Parent Survey and Program Selection forms found in the ELL Parent Information Case. At the orientation sessions translation services are available to answer any questions parents may have about these forms, which are collected at the meeting. If they cannot attend, they are provided with our parent coordinator's phone number who can answer any questions about these forms and our school's program. In addition she provides any Spanish translation, while other school staff provides Arabic translation. The DOE translation services are utilized for all other languages. The results of the LAB-R and NYSESLAT determine the amount of time the ELL student is serviced each week. Beginner and intermediate students receive three hundred sixty minutes of ESL instruction per week, and our advanced students receive one hundred eighty minutes per week. Over the years, 98% of parents of our English Language Learners request pull-out ESL as their program of choice. We offer a dynamic and carefully-planned pull-out ESL program that aligns with this request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	2	2	2											6
Total	3	3	3	1	1	1	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 22	<input type="checkbox"/>	<input type="checkbox"/> 14	<input type="checkbox"/> 19	<input type="checkbox"/>	<input type="checkbox"/> 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 41
Total	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 14	<input type="checkbox"/> 19	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 41

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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 languages):

Number of third language speakers:

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	9	10	11	12	TOTAL
Spanish	3	8	7	8	2	6								34
Chinese		1	1											2
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								4
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	10	8	9	3	7	0	41						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. 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])?
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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

At P.S. 15K, we offer a dynamic ESL pull-out/push-in program provided by a certified ESL teacher, Ms. Alev Dervish. Ms. Dervish coordinates with the classroom teachers and content-area cluster teachers to align her service with the goals and curriculum of each grade. The groups are heterogeneous and in some cases grades are grouped together, for example there is a group of kindergarten and first graders, and another combining fourth and fifth graders. In addition, the ESL teacher pushes into mixed-grade K-2 classes. The students are scheduled to accommodate the proper instructional time as mandated by NYS CR Part 154: 360 minutes a week for beginner and intermediate students (two units), and 180 minutes per week for advanced students (one unit). There is no time allotted for NLA (Native

Language Arts instruction) because P.S. 15 does not offer Transitional Bilingual classes. However, support in the native language is provided to students with alternate placement paraprofessionals and other multi-lingual school staff. In addition, a lending library with multilingual tradebooks is available for parents and students to use throughout the school year. Hands-on activities, the use of native language picture dictionaries, small group instruction and partner work with English proficient language buddies ensure that P.S. 15's pull-out/push-in model is a successful method for delivering ESL instruction with native language support. There are five groups daily. Each spring, eligible students take the NYSESLAT and the following fall these results are carefully analyzed and used to determine each student's strengths and weaknesses. This helps guide ESL instruction. All instruction emphasizes a balanced approach to develop English language proficiency through participatory teaching, conversation, role play, shared reading, content-area instruction, academic vocabulary development, art, drama and movement lessons, phonemic awareness activities, interactive read-alouds, reader's theater, Sheltered Instruction (for content areas) and Total Physical Response techniques. Sheltered Instruction provides the necessary schema and vocabulary development to deliver science and social studies lessons. Students participate in shared reading, interactive vocabulary exercises and role play to extend and expand content area knowledge. We recognize building schema and activating prior knowledge is even more important to English language learners throughout the school day. Multicultural texts help students draw upon their prior experience and background knowledge in their own culture. Photographs, illustrations and realia enrich instruction and vocabulary development while role-play and dramatic activities address the students' sociolinguistic needs.

Differentiation of instruction for our ELLs is a priority.

ELLs identified as SIFE are offered additional support in their native language through the use of our multilingual paraprofessional staff. Our instructional plan also includes providing support for these newcomers in a number of ways. In their classrooms, they are paired with students who speak their native language, and if available, classroom teachers who speak their native language. To support daily instruction, the ESL teacher provides professional development to classroom teacher and clusters on ESL methodologies. For students receiving service over 3 years, additional classes in vocabulary development and test-taking strategies are offered through the literacy coach. Professional development is also provided to the teachers of these students. Students who have been receiving ESL services for six years are offered in several opportunities for language development and support throughout the school day including: extended day services, enrichment activities, fine and performing arts programs, service organizations and direct intervention.

At P.S. 15 over half of our ELLs are students with special needs. The ESL teacher carefully examines each student's IEP to focus the language instruction and create units of study tailored to the ESL learning standards and the students' individual goals. She works closely with the special education teachers to assess progress and adjust lessons throughout the school year. In addition, the ESL teacher meets with the service providers (speech, physical and occupational therapists) of these students to best understand their needs.

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

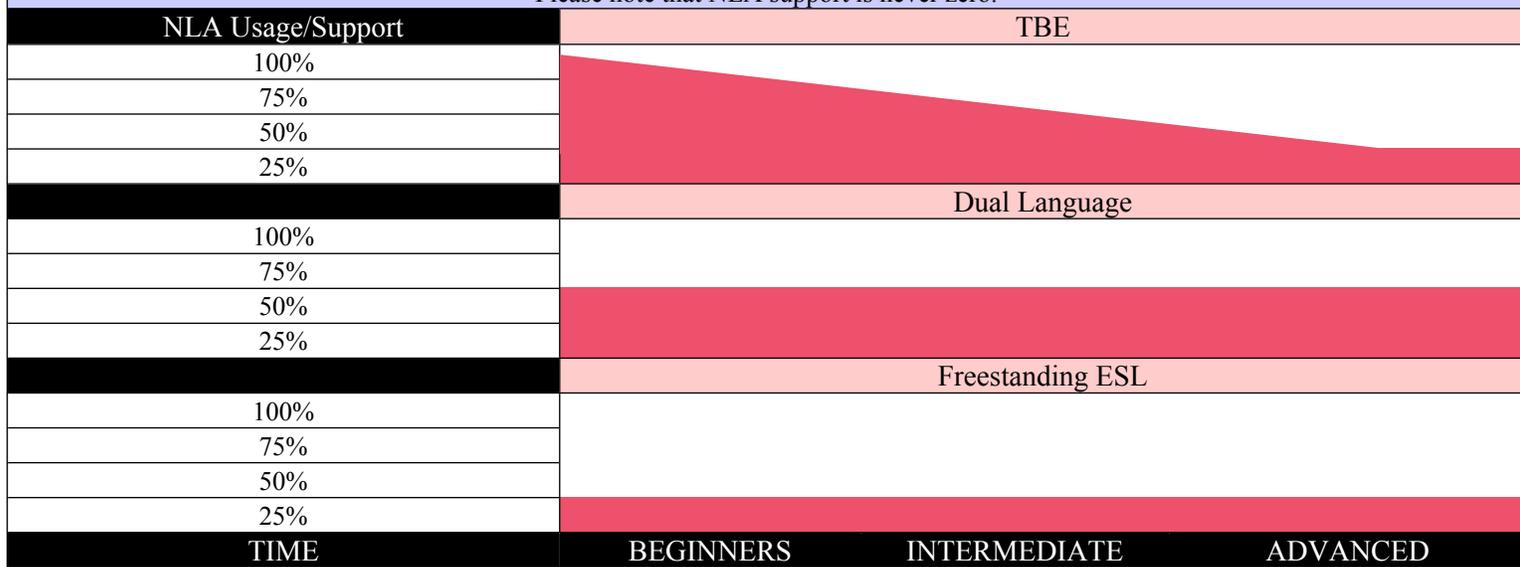
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 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.



B. 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.
14. What language electives are offered to ELLs?

Programming and Scheduling Information Continued

Our targeted intervention program for English Language Learners offers additional instruction in ELA, math, science and social studies through our extended day program. Also, ELL children are included in a push-in/pull-out program during the school day where additional small group instruction is provided by the classroom teacher, literacy coach and SETSS provider. These academic intervention services are provided in English with support from the alternate placement paraprofessionals.

Continuing transitional support is offered by the ESL teacher. Students who score at a proficient level on the NYSESLAT are still included in the ESL program on an as-needed basis. In addition, these children are invited to participate in project-based activities during the school year. A school-wide focus on nonfiction for this school year will provide specifically targeted vocabulary development for our English language learners. All ELL children are afforded equal access to every program in our school. They are included in all extra-curricular activities such as; band, chorus, dance, fine arts and School-wide Enrichment Model clubs. The Family Link program through Young Audiences New York offers additional opportunities for both ELL children and their parents. Our school partners with Good Shepherd Services, an organization that provides afterschool programming seven days a week.

We use a variety of age and grade-appropriate instructional materials to support our English language learners. Language development software and a subscription to Bookflix are made available to these students to build vocabulary and strengthen reading abilities. New this year is the school-wide implementation of a program called Skills Tutor, an online curriculum that provides differentiation of instruction and intervention in reading, writing, math and science. Another new initiative is the school-wide emphasis on nonfiction. Teachers are receiving professional development and resources to enhance their nonfiction instruction for all students, which is of particular benefit to ELL students. High quality literature that includes an emphasis on multicultural themes is part of our balanced literacy instruction to provide relevant reference points for our ELLs. Visual aids (pictures, props, etc) enhance the curriculum by providing clarity to new and challenging topics. When available or mandated, native language support is offered through alternate placement paraprofessionals and staff. Newly enrolled ELL students are provided support before the beginning of the school year through open house orientations and the parent coordinator.

C. 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)?

Paste response to questions 1-5 here

D. 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 (including non-ELL teachers) as per Jose P.

The school's professional development program for our ESL teacher and all other staff includes, but is not limited to, professional development sessions offered by our CFN and the Department of Education. The licensed ESL teacher provides workshops throughout the year ensuring the staff receives at least the required 7.5 hours of ESL professional development. To clarify, the school staff receiving professional development includes but is not limited to: teachers, paraprofessionals, related service providers. These sessions focus on techniques educators can use in the classroom setting, or during the administration of related services such as speech, physical and occupational therapy. Some topics explored are: Sheltered Instruction, using visuals and technology, lesson planning and using the new common core standards. Additional professional development is provided to staff as children transition from one school level to another. Grade-specific benchmarks are reviewed and additional strategies are introduced to the teachers to ensure an easy transition for the student.

E. 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?

All parents, including parents of ELLs are encouraged to attend the many activities and programs provided throughout the school year. The parent coordinator or other staff provide translation. These programs include; PTA meetings, nutrition and cooking workshops (Cookshop), Studio in a School, stewardship days, and participation in Family Link (YANY). Parents are invited to all assemblies, classroom presentations, art celebrations and band performance that consistently include our ESL population. There is a strong link between the school and our community-based organization, Good Shepherd Services who provide both educational and family support. Red Hook Initiative, a community-based organization offers outreach to our ELL parents as well. Through the DOE parent survey as well as our own we are able to evaluate the needs of our parents. For example, parents voiced a need for aftercare in the early grades. P.S. 15, through private funding responded by offering a two-day a week aftercare program for grades prekindergarten and kindergarten. Throughout the school year, there are many parental involvement activities offered during and after the school day. Workshop topics are chosen through the above-mentioned parent surveys. These topics include: health, academics, and emotional well-being. As always, translation is provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	8	7	5	1									24
Intermediate(I)				4	1	2								7
Advanced (A)	1	2	1		1	5								10
Total	4	10	8	9	3	7	0	0	0	0	0	0	0	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1											
	I		3	4	1	1								
	A		1	1	3									
	P				3	2	7							
READING/ WRITING	B		5	5	3	1								
	I				4	1	3							
	A					1	4							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1				3				4
5			1		5				6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		4		6
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	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

therefore the intervention program Foundations has been infused into the ELA instructional block. Units and lessons are designed to build on the academic strengths of each student.

Data levels on the proficiency results reveal the majority of our students are on a beginning proficiency level. What the data does not show is that children who are classified with a learning disability experience difficulty progressing. In addition, more children score on an advanced level in the upper grades. This is due to increased experience and exposure to language.

After careful review of the NYSESLAT modalities, the patterns across the grade reveal a discrepancy between reading/writing scores and listening/speaking scores. The majority of students score in the beginning level for reading/writing although their listening/speaking scores are in the advanced or proficient levels. Again, the data on the chart does not indicate the high number of children with special needs who have a diagnosed learning disability which effects the reading and writing scores. For this reason, additional time and instruction will be given to the special needs ELL child in reading and writing. The extended day program focuses on strategies that will improve the reading and writing abilities of these children. P.S. 15 does not participate in the ELL Periodic assessments. Our programs for ELLs are assessed through careful analysis of various data, low-inference observations, portfolios, graduation rates, parent involvement and attendance.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 015 Patrick F. Daly					
District:	15	DBN:	15K015	School		331500010015

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	49	51		92.3	92.8	92.0
Kindergarten	54	46	48				
Grade 1	57	49	51	Student Stability - % of Enrollment:			
Grade 2	59	51	47	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	73	62	53		92.3	96.2	94.3
Grade 4	58	72	62				
Grade 5	56	54	71	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.3	93.9	93.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	64	21
Grade 12	0	0	0				
Ungraded	1	7	9	Recent Immigrants - Total Number:			
Total	389	390	392	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	58	64	67	Principal Suspensions	0	3	7
# in Collaborative Team Teaching (CTT) Classes	45	42	46	Superintendent Suspensions	3	1	4
Number all others	11	21	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	43	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	6
# receiving ESL services only	28	35	TBD				
# ELLs with IEPs	3	27	TBD	Number of Educational Paraprofessionals	8	8	17

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.8	72.1	81.4
				% more than 5 years teaching anywhere	67.4	67.4	60.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	88.4
American Indian or Alaska Native	0.8	0.5	0.3	% core classes taught by "highly qualified" teachers	100.0	94.9	100.0
Black or African American	42.9	36.9	33.2				
Hispanic or Latino	47.3	51.0	51.3				
Asian or Native Hawaiian/Other Pacific	1.3	1.8	2.8				
White	6.9	7.7	11.2				
Male	56.6	55.1	54.3				
Female	43.4	44.9	45.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	76.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf