



THE DANIEL MUCATEL SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 18K115
ADDRESS: 1500 EAST 92ND STREET
TELEPHONE: (718) 241-1000
FAX: (718) 209-1714

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K115 **SCHOOL NAME:** The Daniel Mucatel School

SCHOOL ADDRESS: 1500 East 92nd Street Brooklyn, NY 11236

SCHOOL TELEPHONE: (718) 241-1000 **FAX:** (718) 209-1714

SCHOOL CONTACT PERSON: Denis Guerin **EMAIL ADDRESS:** dguerin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Debbie Ingberg and Meryl Rosen

PRINCIPAL: Denis Guerin

UFT CHAPTER LEADER: Miguel Santa

PARENTS' ASSOCIATION PRESIDENT: Debra James

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 602

NETWORK LEADER: Julia Bove

SUPERINTENDENT: Beverly Wilkins

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/ronlyres/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
Denis Guerin	*Principal or Designee	
Miguel Santa	*UFT Chapter Chairperson or Designee	
Debra James	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nancy Toner	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Arcario	Member/Staff (Secretary)	
Debbie Ingberg	Member/Staff (Paraprofessional)	
Nerland Jeanniton	Member/Staff (Teacher)	
Meryl Rosen	Member/Staff (Teacher)	
Lawrence Bernstein	Member/Staff (Teacher)	
Gemma Barclay	Member/Parent	
Caroline Foster	Member/Parent	
Beatrice Jocelyn	Member/Parent	
Ivrol Hines	Member/Parent	
DiShona Miller-DeSilva	Member/Parent	
Robyn Trotman	Member/Parent	
Sidney Hopley	Member/Parent	

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

* 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.

VISION

We envision our school as a place in which the collaborative efforts on the part of all members of our school community contribute to an overall environment that is unique, child-centered, warm, and nurturing. Comprehensive, rigorous academic programs and approaches provide a variety of opportunities for our students to learn, develop and excel. A variety of curricular and extracurricular activities support our overall approach. We look forward to continuing to provide the highest level of education possible, resulting in improved student performance and overall citizenship. We will accomplish this as a school community which consists of caring parents, dedicated staff and able leadership.

MISSION STATEMENT

We are a school community that measures our success one child at a time. We believe that all children can learn and have a natural inclination to do so. Our mission is to provide the solid foundation needed for academic excellence as well as a sense of social responsibility in all of our students. We will continue to establish effective comprehensive academic, social and emotional building blocks. Our students will have ongoing opportunities for academic success, self-awareness, self-esteem, self-respect and an overall respect for cultural diversity. This will be accomplished by ongoing, collaborative efforts on the part of our students, parents, staff, supervisors and community. We are proud of our standing within the community as well as the relationship between school and home. It is important for us to continue to nurture and enhance this relationship. We recognize the importance of remaining a cohesive school community while developing lifelong learners who will be productive citizens in a culturally diverse technological world.

PS 115 utilizes a data-driven approach to improving student performance. To meet this end, our Inquiry Teams meet weekly and have created an extensive database of students' assessment results which we use to set goals, to determine the best instructional approach for each individual student, class and grade and to rigorously monitor progress based on performance data which includes: Acuity Assessment results, standardized assessment results, portfolio assessments, Low Inference Observations, Focused Learning Walks and conversations with AIS providers, classroom teachers, guidance counselors, intervention specialists, attendance teacher, parents and students.

PS 115 provides programs through which the arts are integrated into all disciplines by our certified arts staff. We have had extensive long-term collaborative partnerships from a Center for Arts Education grant and have modeled our assessment and evaluation practices on their models for looking at student work. Students participate in Dance, Theater, Art, Vocal Music, Glee Club, Recorder and Yearbook Production. We have dance festivals, a *Cinco de Mayo* celebration, multi-cultural celebrations, annual school-wide arts shows as well as regular evening and weekend parent workshops in the arts. We have a well established Odyssey of the Mind program which involves creative problem solving in competitions on regional, state and world levels. Trips and assemblies, both in-house and through cultural organizations, complement and connect our curriculum. Video conferencing enables us to travel the world visiting arts museums, cultural exhibits, and conversing with working artists.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:	The Daniel Mucatel School				
District:	18	DBN #:	18K115	School BEDS Code:	331800010115

DEMOGRAPHICS <input type="checkbox"/>									
Grades Served in 2009-10:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	53	54	54		94.3	95.3	TBD		
Kindergarten	165	162	168						
Grade 1	191	209	201	Student Stability: % of Enrollment					
Grade 2	183	206	211	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	206	202	204		92.2	96.5	TBD		
Grade 4	206	202	212						
Grade 5	193	208	194	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.9	70.9	84.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	26	TBD		
Grade 12	0	0	0						
Ungraded	2	2	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1182	1244	1247		14	9	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	21	30	29						
No. in Collaborative Team Teaching (CTT) Classes	8	12	12	Principal Suspensions	0	4	TBD		
Number all others	44	51	51	Superintendent Suspensions	5	1	TBD		
<i>These students are included in the enrollment information above.</i>									

English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	55	58	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	76	80	TBD
				Number of Administrators and Other Professionals	17	16	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	10	10	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.2	Percent more than two years teaching in this school	71.1	76.3	TBD
Black or African American	89.2	88.3	87.4	Percent more than five years teaching anywhere	52.6	56.3	TBD
Hispanic or Latino	4.4	5.5	6.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	3.1	2.5	Percent Masters Degree or higher	87.0	88.0	TBD
White	3.5	2.7	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	99.3	TBD
Multi-racial	0	0	0				
Male	52.0	51.0	47.9				
Female	48.0	49.0	52.1				

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 No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
In Good Standing (IGS)	✓	Basic	Focused	Comprehensive
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--					
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	--	--	--				
Multiracial							
Other Groups							
Students with Disabilities	✓sh	✓					
Limited English Proficient	--	--	--				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	71.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	38.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?

An analysis of the results of the 2010 New York State English Language Arts and Mathematics Assessments indicates the following:

Student Performance Measures

English Language Arts

- 46.6% of all students performed at Level 3 or Level 4.
- The median student proficiency was 2.95.

Mathematics

- 60.4% of all students performed at Level 3 or Level 4.
- The median student proficiency was 3.14.

Student Progress Measures

English Language Arts

- 67.5% of students made at least one year of progress.
- 72.0% of students in the school's lowest third made one year of progress.
- The average change in student proficiency for Level 3/Level 4 students was -0.26.

Mathematics

- 66.5% of students made at least one year of progress.
- 71.0% of students in the school's lowest third made one year of progress.
- The average change in student proficiency for Level 3/Level 4 students was -0.49.

Among our greatest accomplishments over the last few years are:

- Collaborative Community of Practice (CCP) School for Leadership, Arts programs and Mathematics.
- Recipient of Center for Arts Education Grant and Beaumont Grant which integrate the arts and technology respectively into the curriculum. The success of these programs was documented by a self-produced I-Movie which demonstrated the assessment and evaluation of Grant implementation.
- Recipient of Toyota Tapestry Grant which allowed our second grade students to participate in a year-long study of the Jamaica Bay Salt Marsh using field journals in collaboration with our Science and Visual Arts Cluster Teachers and several cultural partners.

- Recipient of numerous smaller grants.
- Strong sense of community among staff, parents and students as evidenced by high attendance at PTA meetings and parent workshops, high student and parent as well as staff participation in numerous extra-curricular school-sponsored events held after school, in the evenings, on weekends and during vacations.
- Extensive Performing (Music, Theater, Dance) and Visual Arts integration into the curriculum with emphasis on Social Studies. All students including general education, students with disabilities and English Language Learners participate.
- Professional Development Team in support of differentiated instruction and staff development as well as collaborative planning – Differentiated professional development in Literacy, Mathematics, Science, Social Studies, Technology and the Arts is regularly provided based on experience and need. Professional development is provided in cycles and assessed on a regular basis at weekly PD Team meetings. When there is a need for staff development in a particular area for a teacher or group of teachers (as evidenced by Focused Learning Walk Logs or in the course of formal and/or informal observations), cycles may be intensified and/or altered to meet these needs. Members of the Professional Development Team are: the Principal, Assistant Principals, Literacy and Math Coaches, Parent Coordinator, Inquiry Team Leader, School Business Manager, Arts Staff Developer, Intervention Specialist and Guidance Counselor. Additional staff members (e.g. lead teachers, cluster teachers, classroom teachers) are invited to attend PD Team meetings as needs arise.
- Inquiry Team meets bi-weekly to discuss student progress based on performance data. Including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.
- Scheduled weekly common preparation periods for collaborative planning on the part of teachers on each grade level, teachers of Gifted and Talented, Special Education, English Language Learners, the Arts, as well as for new teachers.
- Extensive inter- and intra- visitation program which includes teachers, coaches and administrators.
- Extensive Literacy, Mathematics, Gifted and Talented, and Arts Enrichment Resource Centers.
- Discovery Program for enrolled students who have exceeded the standards and would benefit from more advanced and challenging curriculum using the School Enrichment Model (Renzulli).
- Initiated *Odyssey of the Mind* Program in New York City. Principal serves as Regional Director. Regional and State Champions and Placed in World *Odyssey of the Mind* Competitions for the past five years. *Odyssey of the Mind* World Champions for 2009.
- Partnership school through Teachers College Writing Project and Math in the City.
- Lead Teachers provide additional support and turn-key grade level professional development.
- Utilize whole-school performance reports (e.g. NYStart, ARIIS, Acuity, ATS, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.
- Parent Corps, three full-day Pre-Kindergarten classes.
- Parental Involvement Programs including Parent Workshops, Family Literacy Program, Arts residencies for parents and their children, Mother and Daughter Night, Father and Son Night, Valentines Dance for Single Parents, Family Movie Night, Saturday Science Workshops and Math Game Night.

- Numerous extra-curricular enrichment activities which include but are not limited to: Student of the Month, *Cinco de Mayo* Celebration, Multi-cultural Day, Glee Club, Dance Club, Drama Club, Basketball Club, Career Day Symposium, Fitness Club, Principal's Book Club, Flatbush YMCA after-school program, Millennium after-school and summer program, 1199 SEIU Summer Day Camp, Principal's Bike-a-thon, Penny Harvest, Philanthropy Round Table, Student Council, Dance Festival, grade assembly performances, City Harvest, Toys for Tots, Hoops for Heart and St. Jude's Math-a-thon.

Significant aids to the school's continuous improvement include, but are not limited to:

- Highly Qualified Teachers
- Professional Development Team
- Inquiry Team
- Academic Intervention Services Team
- Student Attendance
- Highly respected in the community
- Scheduling in support of collaborative planning and inter- and intra- visitations
- Administrative support
- Sense of community among parents, students and staff
- Celebration of accomplishments

Significant barriers to the school's continuous improvement:

- Overcrowded – space constraints
- Time constraints
- Financial constraints

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.

To develop the collaborative inquiry process as a method of professional development allowing staff members to take part in two or more cycles of inquiry investigation that will develop best instructional practices for the full spectrum of students at P.S. 115.

An analysis of the results of the June 2006 School Quality Review indicates that, “Students’ attainment in English and mathematics is assessed regularly by using objective measures, and data is used to plan instruction.” It was suggested we:

- Develop the reports on whole-school performance to show strengths and weaknesses and how these link to future goals.
- Create a database of students’ assessment results and use it to set goals and monitor progress even more rigorously.

An analysis of the results of the September 2007 School Quality Review indicates that, “The staff makes very good use of data to track the achievement and progress of individuals and groups of students, including special education students, English language learners and those who are gifted and talented.” It was suggested we:

- Broaden the analysis of performance of different groups of students to highlight any differences between boys and girls and between different ethnic groups.
- Provide measurable, interim goals as milestones on the path to longer-term aims relating to student achievement.

Goal #1

By June 2011, 100% of the teachers and 90% of all staff members will participate in collaborative inquiry teams focused on an analysis of data and the effectiveness of best practices to improve student performance and social/emotional well-being.

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**To improve student achievement in English Language Arts allowing students to demonstrate that they have developed a deep understanding of content which can be transferred to new or more complex situations.**

An analysis of the results of the June 2006 School Quality Review indicates that, “Additional intervention support for students at risk of underachieving is planned carefully using good assessment data and programs are reviewed regularly.”

An analysis of the results of September 2007 School Quality Review indicates that, “The school provides a wide range of well-targeted interventions that help students in the most need make good progress and achieve well.”

An analysis of the results of the 2010 New York State English Language Arts Assessment indicates that the percentage of students at Proficiency Level (Level 3 or 4) in English Language Arts is 46.6%.

Formal and informal classroom observations and analysis of New York State ELA assessment, ELA periodic assessments, ECLAS-2, and EPAL, and ACUITY data available in ARIS indicates that classroom teachers are in need of additional professional development in the effective use of Tier I remediation strategies and Academic Intervention Services.

An analysis of the results of the 2010 New York State English Language Arts Assessment indicates that the average change in student proficiency for Level 3/Level 4 students was -0.26% in English Language Arts.

Formal and informal classroom observations and analysis of assessment data indicates that classroom teachers are in need of additional professional development in the effective use of Differentiated Instruction and the implementation of additional research-based strategies.

### **Goal #2**

**By June 2011 there will be an increase of 6% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity, class work, observations, report cards, and the NYS ELA assessment.**

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To increase parental involvement to improve student outcomes

Educational research shows a positive correlation between effective parental involvement and student achievement. It is our goal to develop a parent involvement program that will ensure effective involvement of parents and community in our school. PS 115 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, will be creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 115’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

Goal #3

In an effort to build an instructional bridge between school and home, we will increase parent involvement by 5% by offering a variety of activities to families that will allow parents to be more engaged in their child’s academic and social/emotional progress.

~~~~~

**To improve mathematics instruction through Teacher Professional Development in order to deepen both their mathematical content knowledge as well as their teaching of mathematics. This would lead to an increase in the performance of students in mathematics.**

An analysis of the results of the June 2006 School Quality Review indicates that, "Additional intervention support for students at risk of underachieving is planned carefully using good assessment data and programs are reviewed regularly."

An analysis of the results of September 2007 School Quality Review indicates that, "The school provides a wide range of well-targeted interventions that help students in the most need make good progress and achieve well."

An analysis of the results of the 2010 New York State Mathematics Assessments indicates that the percentage of students achieving at Level 1 or 2 in Mathematics is 39.6%.

An analysis of the results of the 2010 New York State Mathematics Assessments indicates that the percentage of students at Proficiency Level (Level 3 or 4) in Mathematics is 60.4%.

Formal and informal classroom observations and analysis of New York State Math assessment, Math periodic assessments, and ACUITY data available in ARIS indicates that classroom teachers are in need of additional professional development in the effective use of Tier I remediation strategies and Academic Intervention Services.

An analysis of the results of the 2010 New York State Mathematics Assessments indicates that the average change in student proficiency for Level 3/Level 4 students was -0.49% in Mathematics.

Formal and informal classroom observations and analysis of assessment data indicates that classroom teachers are in need of additional professional development in the effective use of Differentiated Instruction.

#### **Goal #4**

**By June 2011 there will be an increase of 5% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including the unit assessments, periodic assessments, Acuity, class work, observations, report cards, and the NYS Math assessment.**

**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 (where relevant):** \_\_\_\_\_

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>                                                                                    | <p><b>Goal #1</b><br/>By June 2011, 100% of the teachers and 90% of all staff members will participate in collaborative inquiry teams focused on an analysis of data and the effectiveness of best practices to improve student performance and social/emotional well-being.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Action Plan</b><br/><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>TEACHER TEAM INQUIRY PROGRAM (TTIP): Establish the TTIP which will be administered during the SBO 37 ½ minutes per week teacher inquiry time. This program will allow for all classroom and cluster teachers to utilize the inquiry process (two or more phases) to inform how grade teams can determine instructional practices that will help our students progress. Phase One will serve as a ten-week professional development period through which grade teams—with continual support from content area coaches, administrators and Network data liaison—work through an inquiry study to familiarize themselves with the inquiry process. Phase Two will serve as an opportunity to delve deeper into the work established in Phase One. Although they will be required to have a new inquiry focus, they will have the work of the first phase on which to build.</p> <p><i>Expected impact on student achievement: Significant improvement in ELA and Mathematics skills on which inquiry studies focused.</i></p> <p>GRADE TEAMS: As an extension to the TTIP, teachers will have the opportunity to meet as Grade Teams (including a team comprised of all cluster teachers) during their common planning periods (once a week during the first half of the school year and twice a week during the second half of the school year) to discuss formal and informal assessments to determine successful and unsuccessful practices which will help in the development of units of study that are more differentiated and utilize a wider variety of assessments tools, such as:</p> <ol style="list-style-type: none"> <li>I. Goal Setting (grade, class, student and teacher)</li> <li>II. Rubrics that set high standards for exemplary work</li> </ol> <p><i>Expected impact on student achievement:</i></p> <ul style="list-style-type: none"> <li>• <i>As a result of inquiry studies, new curricula aligned with instructional practices that are proven to be effective will be implemented and thereby positively affect student</i></li> </ul> |

*achievement.*

- *Through goal-setting students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.*
- *Students utilize rubrics so that clear expectations are set with regard to how they can achieve high levels of quality work in all content areas.*

GRADE TEAM DATA SPECIALISTS: To build our staff's capacity in the utilization of inquiry as a driving instructional force, each grade team will have an elected Data Specialist. She or he will be responsible for maintaining the teams ARIS Inquiry Space and serve as support for developing and utilizing assessments related to the inquiry process, ensuring that the team is on target with reaching their inquiry objective and goal. Periodically, data specialist meetings will be held so that each specialist can report on progress, best practices and struggles, which in turn will ensure vertical communication across the grades.

*Expected impact on student achievement: There will be an increased pool of staff members that are focused on effective inquiry practice ensuring that there is a wider web of communication about best practices which will positively impact student performance.*

#### ADDITIONAL INQUIRY TEAMS:

In additional to the grade inquiry teams, we will establish the following teams:

Professional Development Inquiry Team: This team will serve as an umbrella inquiry think tank that will determine that our inquiry foci are driven by the PPR goals in relation to grade teams' work so that we are directing the instructional prerogatives for the community and ensuring that our staff is receiving the most effective support. This team will be comprised of seven members: the principal, three assistant principals, math coach, literacy coaches and the Arts/G&T/Grants Coordinator.

*Expected impact on student achievement:*

- *Ensuring that school-wide goals are aligned with grade team foci will ensure that as a community we are addressing the spectrum of student needs.*
- *Ensuring that the staff is receiving support from the administrative team will allow for them to more effectively work together to improve classroom instruction.*

School-Wide Community Well-Being Inquiry Team: This team will focus on the social-emotional well-being of the community. The team will be comprised of out-of-class staff members, such as the parent coordinator, community parent(s), guidance counselor, school intervention specialist, school psychologist/social worker, paraprofessional(s), school aide(s), school safety officer and AIS staff. Their work will help support the development of the Positive Behavior Intervention

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|                                                                                                                                                                                                                                                                                                             | <p>Supports (PBIS) program in relation to other important initiatives (i.e. Respect for All, lunch period systems and programs, classroom behavior management improvements).</p> <p><i>Expected impact on student achievement: Social-Emotional initiatives based in results of inquiry study findings will ensure that students are adhering to a community-wide code of behavior which will improve their behavior and therefore improve their instruction.</i></p>                                                                                                 |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with 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>Literacy/Social Studies Coach – <b>Title I SWP</b><br/> Math/Science Coach – <b>Title I SWP/Contract for Excellence</b><br/> Assistant Principal – <b>Title I SWP</b><br/> Per Session for Inquiry Team Data Specialist Consultation – <b>TL Data Specialist</b><br/> Per Session for Professional Development – <b>Title III</b><br/> Per Diem Coverage for Inquiry Team Collaboration – <b>TL Children First Inquiry Teams</b><br/> OTPS: Materials/Professional Development Contracts – <b>Title I SWP and Title I ARRA SWP</b></p>                             |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                                                                                                                  | <p>Attendance, agendas and minutes from all meetings.</p> <p>TTIP data maintained regularly through inquiry team binders and ARIS Inquiry Spaces.</p> <p>Progress of inquiry team work shared at Data Specialist meetings, faculty conferences, professional development sessions, formal and informal observation conferences.</p> <p>Noticeable improvements in skills areas that were inquiry foci for all inquiry teams as measured by formal and informal assessments.</p> <p>Significant drop in student behavior incidents as measured by the OORS system.</p> |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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 (where relevant):** English Language Arts

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>                                                                                    | <p><b>Goal #2</b><br/>By June 2011 there will be an increase of 6% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity, class work, observations, report cards, and the NYS ELA assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Provide teachers with the opportunity for collaborative inquiry to support the needs of the targeted population as follows:</p> <ul style="list-style-type: none"> <li>• A scale score of 659 and 663 on the 2010 grade 3 NYS ELA assessment</li> <li>• A scale score of 667 and 671 on the 2010 grade 4 NYS ELA assessment</li> </ul> <p>Collaborative inquiry will be fostered by the scheduling of common planning periods for each grade once a week in addition to teacher team work during the SBO 37 ½ minutes per week teacher inquiry time. Additionally, a Saturday Academy Inquiry Team will be established to set individual student goals and develop curriculum to support the needs of targeted students. These goals will also be utilized to support instruction for targeted students during Extended Day. Inquiry teams will ultimately determine successful and unsuccessful practices which will lead to the development of writing units of study that are aligned with the ELA Common Core State Standards. The developed curriculum will also provide elements to differentiate instruction based on students' needs.</p> <p>Establish an instructional grade leader for each grade (preK-5) and one cluster leader whose purpose is to communicate progress to supervisors and content area coaches and to also meet as separate teams during the teacher team meetings/extended day to develop vertical and horizontal cohesion.</p> <p>Establish an extended literacy team inclusive of classroom teachers whose purpose is to communicate with teachers, coaches and supervisors the instructional needs of the staff in order to improve teaching practices in literacy instruction. The foci of the extended literacy team will be to: (1) provide professional development for teachers through classroom inter-visitations and lesson modeling to further develop literacy content, thus enriching the teaching</p> |

of English Language Arts, (2) design task-specific reading and writing rubrics that set high standards for exemplary work that can be used across the grades and, (3) prepare for the implementation of the Common Core State Standards by developing grade level ELA curriculum maps.

Foster an improvement of teacher's instructional practice through self- assessment and the development of a professional learning plan using the Continuum of Teacher Development from the University Santa Cruz as well as other tools such as classroom observation data.

Examine current literacy instruction through consistent and focused learning walks, as well as formal and informal observations, analysis of student work, and teacher self-assessments. Target professional development and coaching to teachers based on identified need as evidenced through the above stated assessments.

Develop a consistent literacy plan for the school with an emphasis on a comprehensive approach to the three pillars of balanced literacy as aligned with the Common Core State Standards:

- Reading, Writing and Word Work.
- The delivery of teaching to, with and by students.
- The language arts: Listening, Speaking, Reading, Writing and Viewing.

After years of external literacy professional development, the support system will shift internally, so that expert teachers within the school community can share best teaching practices, thus building capacity and teacher leaders.

Continued professional development for teachers in analyzing student performance data to plan differentiated instruction and the grouping of students based on identified need as provided by administrators and literacy coach during common planning sessions.

*Expected impact on student achievement:*

- *52% of students in grades 3, 4, and 5 will demonstrate proficiency in ELA skills that were the focus of the inquiry studies.*
- *New curricula developed as a result of inquiry studies will be aligned with instructional practices that are proven to be effective thus positively affecting student outcomes.*
- *Through goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.*

*Through the utilization of rubrics, clear expectations will be set with regard to how students can achieve high levels of quality work aligned with the Common Core State Standards.*

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Directions:</i> 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. <b>Reminder:</b> 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.</p> | <p style="text-align: center;"><b>SECTION VI: ACTION PLAN</b></p> <p>Literacy/Social Studies Coach – <b>Title I SWP</b><br/> Assistant Principal – <b>Title I SWP</b><br/> Status Teachers/AIS Providers – <b>Title I SWP</b><br/> Per Session for Inquiry Team Data Specialist Consultation – <b>TL Data Specialist</b><br/> Per Session for Professional Development – <b>Title III</b><br/> Per Diem Coverage for Inquiry Team Collaboration – <b>TL Children First Inquiry Teams</b><br/> OTPS: Materials/Professional Development Contracts – <b>Title I SWP and Title I ARRA SWP</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Subject/Area of Interest/Programs and/or Accomplishment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Student performance will be monitored with classroom formative assessment data, periodic assessments, teacher made assessments and the NYS ELA examination.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Goal #3</b></p> <p>From a goal to build a strong bridge between school and home, we will increase parent involvement by 5% by offering a variety of activities to families that will allow parents to be more engaged in their child's academic and social/emotional progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Action Plan</b></p> <p><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>Produce activity-based holiday homework packets that are aligned to instructional skills in ELA and Mathematics that need improvement based on inquiry team work on all grades. Packets will be designed so that parents may engage in working through the activities with their child. A parent survey will be provided so that we can assess their perspectives on the effectiveness of the homework packet.</p> <p>Increase ARIS and school website usage to communicate with and engage parents in all academic areas. This will provide crucial information to parents so that they can keep abreast of their child's academic progress and also have informative discussions with teachers in conferences. Having access to this information will help parents work more effectively with teachers to accomplish instructional goals for their child.</p> <p>Offer evening and weekend parent workshops that expose parents to a variety of topics that will help deepen their understanding of what their children learn in school each day.</p> <p>Enroll parents in the Cool Culture program which provides free or discounted access for families to hundreds of cultural organizations in the New York area. This provides cultural exposure which will greatly help students connect their instruction to real life experiences.</p> <p>Kindergarten families and teachers will participate in NYU's Parent Corps program which highlights parenting skills to help children reach their full potential through improving social emotional skills which in turn will improve students' academic progress.</p> <p>Meet the Author Saturday event allowing families to engage in conversations about writing and creating books with authors of children's books. This will help encourage parents to read more</p> |

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|                                                                                                                                                                                                                                                                                                             | <p>with their children which in turn will increase their comprehension skills in school.</p> <p>The Cornell University Cooperative Extension (funded by Eat Smart New York) will provide nutrition workshops to parents, students and teachers. This program will encourage healthier dietary habits that will provide students will more stamina to focus on instruction and improve academically.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with 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>Literacy/Social Studies Coach – <b>Title I SWP</b><br/> Math/Science Coach – <b>Title I SWP/Contract for Excellence</b><br/> Assistant Principal – <b>Title I SWP</b><br/> Per Session for Parental Involvement – <b>Title I SWP/Title I ARRA SWP</b><br/> OTPS: Materials/Professional Development Contracts – <b>Title I SWP/Title I ARRA SWP</b></p>                                              |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                                                                                                                  | <p>Monitor and document attendance agendas and minutes of all parent events.</p> <p>Track number of requests for ARIS login and monitor the percentage of increase of parents logging into ARIS.</p> <p>Add a guestbook tool to the school website to monitor usage.</p> <p>Take information from parent survey and develop measurable goals for meeting their needs.</p>                               |

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**Subject/Area (where relevant):** Mathematics

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>                                                                                    | <p>By June 2011 there will be an increase of 5% in the number of students achieving at or above a Level 3 as measured by a variety of instruments, including the unit assessments, periodic assessments, Acuity, class work, observations, report cards, and the NYS Math assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Provide teachers with the opportunity to collaborate in order to support the needs of the targeted population of current Grade 4 and 5 students as follows:</p> <ul style="list-style-type: none"> <li>• A scale score range of 676 to 691 on the 2010 grade 3 NYS Math assessment</li> <li>• A scale score of 671 to 675 on the 2010 grade 4 NYS Math assessment</li> </ul> <p>Collaborative inquiry will be fostered by the scheduling of common planning periods for each grade once a week in addition to teacher team work during the SBO 37 ½ minutes per week teacher inquiry time. Additionally, a Saturday Academy Inquiry Team will be established to set individual student goals and develop curriculum to support the needs of targeted students. These goals will also be utilized to support instruction for targeted students during Extended Day. Inquiry teams will ultimately determine successful and unsuccessful practices which will lead to the development of units of study that are aligned with the upcoming Common Core State Standards in Mathematics. The developed curriculum will also provide elements to differentiate instruction based on students’ needs.</p> <p>Establish an instructional grade leader for each grade (preK-5) and one cluster leader whose purpose is to communicate progress to supervisors and content area coaches and to also meet as separate teams during the teacher team meetings/extended day to develop vertical and horizontal cohesion.</p> <p>Establish a math team whose purpose is to communicate with teachers, coaches and</p> |

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|                                                                                                                                                                                                                                                                                                             | <p>supervisors the instructional needs of the staff in order to improve mathematical teaching practices. A key part of this team’s purpose will be to determine professional development, coordinate classroom inter-visitations and lesson modeling to further develop mathematical content and help to enrich the teaching of mathematics.</p> <p>Foster an improvement of teacher’s instructional practice through self- assessment and the development of a professional learning plan using the Continuum of Teacher Development from the University Santa Cruz as well as other tools such as classroom observation data.</p> <p>Targeted Professional Development and coaching provided to teachers based on identified needs as evidenced in classroom observations, analysis of student work, teacher self-assessment, and learning plans.</p> <p>Examining current mathematical assessments to develop a consistent Mathematics plan for the school.</p> <p>Continued Professional Development for teachers in analyzing student performance data to plan differentiated instruction and the grouping of students based on identified need.</p> <p><i>Expected impact on student achievement:</i></p> <ul style="list-style-type: none"> <li>• <i>66% of students in grades 3, 4, and 5 will demonstrate proficiency in Math skills</i></li> <li>• <i>Deepening teacher mathematical understanding will help increase student mathematical thinking which will help prepare them for the upcoming Common Core State Standards in Mathematics.</i></li> <li>• <i>Through goal setting, students will show improvement in areas of need as measured by regular assessments and teacher/student conferences.</i></li> </ul> <p><i>Utilize mathematical rubrics so that students can set clear expectations to achieve high levels of work in mathematics.</i></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with 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>Math/Science Coach – <b>Title I SWP/Contract for Excellence</b><br/> Assistant Principal – <b>Title I SWP</b><br/> F-Status Teachers/AIS providers – <b>Title I SWP</b><br/> Per Session for Inquiry Team Data Specialist Consultation – <b>TL Data Specialist</b><br/> Per Session for Professional Development – <b>Title III</b><br/> Per Diem Coverage for Inquiry Team Collaboration – <b>TL Children First Inquiry Teams</b><br/> OTPS: Materials/Professional Development Contracts – <b>Title I SWP and Title I ARRA SWP</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Indicators of Interim Progress and/or Accomplishment**

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

Student performance will be monitored with classroom formative assessment data, periodic assessments, teacher made assessments and the NYS Math examination.

Formal and informal classroom observations.

Periodic analysis of student work.

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------------------|---------------------------------------------|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 24                             | 24                             | N/A                            | N/A                            | 11                                         | 2                                           | 3                                  | 6                                     |
| 1     | 55                             | 55                             | N/A                            | N/A                            | 18                                         | 2                                           | 2                                  | 6                                     |
| 2     | 51                             | 51                             | N/A                            | N/A                            | 23                                         | 2                                           | 3                                  | 5                                     |
| 3     | 65                             | 65                             | N/A                            | N/A                            | 25                                         | 1                                           | 3                                  | 8                                     |
| 4     | 119                            | 81                             | 99                             | 37                             | 21                                         | 1                                           | 2                                  | 7                                     |
| 5     | 81                             | 67                             | 15                             | 87                             | 19                                         | 2                                           | 2                                  | 10                                    |

**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. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS) | <b>Description:</b> Provide a brief description of <b>each</b> 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.).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELA:</b>                                  | <ul style="list-style-type: none"> <li>•Extended SETTS (not on IEP)-small group instruction provided during the school day to at-risk students without an IEP. (Wilson)</li> <li>•Non-mandated speech-small group instruction provided during the school day to at-risk students without or in addition to IEP.</li> <li>•F-status teacher provides small group instruction in reading/writing strategies to at-risk students in grades three through five.</li> <li>•AIS paraprofessional provides small group instruction in reading/writing strategies to at-risk students in grades three through five.</li> <li>•Saturday Literacy Program provides small group instruction in reading/writing strategies to at-risk students in grades three through five.</li> <li>•Saturday Early Childhood Program provides small group instruction in reading/writing strategies to at-risk students in Kindergarten through grade two.</li> <li>•Extended Day Literacy provides intensive small group instruction and test-taking strategies to at-risk students during two 37.5-minute periods per week.</li> <li>•"Foundations" and RTI provide small group instruction in phonics to at-risk students during the school day both as Tier I and Tier II interventions.</li> <li>•Leap Frog Literacy provides one-to-one ELA instruction using technology during the school day.</li> <li>•Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students.</li> <li>•Saturday ELL Literacy Institute provides additional ELA support and enrichment to our ELL students in Kindergarten through grade five.</li> </ul> |
| <b>Mathematics:</b>                          | <ul style="list-style-type: none"> <li>•Extended SETTS (not on IEP) small group instruction provided during the school day to at-risk students without an IEP.</li> <li>•F-status teacher provides small group instruction in Math strategies and problem solving skills to at-risk students in grades three through five.</li> <li>•AIS paraprofessional provides small group instruction in Math strategies and problem solving skills to at-risk students in grades three through five.</li> <li>•Saturday Mathematics Program provides small group instruction in Math strategies and problem solving skills to at-risk students in grades three through five.</li> <li>•Saturday Early Childhood Program provides small group instruction in Math strategies to at-risk students in Kindergarten through grade two.</li> <li>•Extended Day Math provides intensive small group instruction and test-taking strategies to at-risk</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <p>students during two 37.5-minute periods per week.</p> <ul style="list-style-type: none"> <li>•Leap Frog Math provides one-to-one Math instruction using technology during the school day.</li> <li>•Math Coach models lessons and team-teaches with teachers of classes containing at-risk students.</li> <li>•Saturday ELL Mathematics Institute provides additional Math support and enrichment to our ELL students in Kindergarten through grade five.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Science:</b>                                              | <ul style="list-style-type: none"> <li>•Science Cluster Teacher provides additional instructional support and instruction in test-taking strategies to at-risk students.</li> <li>•During the school day, extended Science Lab time is provided by the Science Cluster Teacher to students in grade five who have not met the standards on the fourth grade NYS Elementary Level Science Exam (ELSE).</li> <li>•Saturday Science Program provides additional small group instruction in Science to at-risk students in grade four.</li> <li>•Saturday ELL Science Institute provides additional Science support and enrichment to our ELL students in grades three through five.</li> </ul>                                                                                                                                                                                                                 |
| <b>Social Studies:</b>                                       | <ul style="list-style-type: none"> <li>•Literacy/Social Studies Coach provides additional instructional support and instruction in test-taking strategies to at-risk students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <ul style="list-style-type: none"> <li>•During the school day individual and small group guidance is provided to at-risk students without an IEP including Students in Temporary Housing.</li> <li>•During the school day students demonstrating attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling.</li> <li>•During the Saturday School Programs, students demonstrating behavioral problems and/or attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling.</li> <li>•School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in Pre-Kindergarten through grade five.</li> </ul> |
| <b>At-risk Services Provided by the School Psychologist:</b> | <ul style="list-style-type: none"> <li>•The school psychologists will offer clinical services, agency referrals, <b>and</b> educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>At-risk Services Provided by the Social Worker:</b>       | <ul style="list-style-type: none"> <li>•Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**At-risk Health-related Services:**

- School nurse dispenses oral medication to students with seizures.
- School nurse dispenses asthma medications through oral pump.
- School nurse administers nebulizer treatments.
- Asthma workshops are held for at-risk students during the school day.
- Nutrition workshops are held for at-risk students during the school day.
- Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
*NCLB/SED requirement for all schools*

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

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**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)** Kindergarten-Grade 5                      **Number of Students to be Served:**    79    **LEP**    0    **Non-LEP**

**Number of Teachers**    1                      **Other Staff (Specify)**    NONE

**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.

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

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

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

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

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

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

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate (at no cost to the program) for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed.

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

November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

**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.

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

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

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

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

Literacy – November (ESL Strategies, Multicultural Literature, Collaborative Planning of Lessons for the Saturday ELL Literacy Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Mathematics – January (Sheltered English in the Mathematics Content Area, Use of Manipulatives in Problem Solving, and Collaborative Planning of Lessons for the Saturday ELL Mathematics Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Mathematics Coach.

Science – March (Sheltered English in the Science Content Area, Inquiry-Based Science Instruction and Collaborative Planning of Lessons for the Saturday Science Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

**Section III. Title III Budget**

School: 18K115 BEDS Code: 331800010115

| <b>Allocation Amount:</b>                                                                                                                                                                 |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Budget Category</b>                                                                                                                                                                    | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>                               | \$14,788.30            | Instructional Component:<br>•4 sessions x 4 hours x 2 teachers = 32 hours @\$49.89 per hour = \$1,596.48<br>•9 sessions x 4 hours x 5 teachers=180 hours @\$49.89 per hour = \$8,980.20<br>•13 sessions x 4 hours x 1 supervisor=52 hours @\$52.21 per hour = \$2,714.92<br><br>Parental Involvement Component: NO COST TO PROGRAM<br><br>Professional Development:<br>•3 workshops x 2 hours x 5 teachers=30 hours @ \$49.89 per hour = \$1,496.70<br><br>Total = \$14,788.30 |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul> | \$211.70               | Consumable supplies for Saturday Institute, Parental Involvement, and Professional Development: paper, pens, pencils, folders, chart tablets, markers                                                                                                                                                                                                                                                                                                                          |
| <b>TOTAL</b>                                                                                                                                                                              | \$15,000.00            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### 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**

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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 ESL teacher, Joanne Saint Preux, reviewed all *Home Language Identification Surveys* of newly admitted students and compiled a list of the primary languages spoken by the households of these students. This information, combined with the knowledge she (Saint Preux) has of the primary languages of the families of our previously enrolled English Language Learners, was examined and the following were the results.

PS 115's English as a Second Language population consists of:

- 51 families whose primary language is Haitian Creole
- 13 families whose primary language is Arabic
- 4 families whose primary language is Spanish
- 2 families whose primary language is Chinese/Cantonese
- 9 families whose primary language is French

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.

At grade conferences and at meetings among the teachers of the ELL concentration classes, translation needs were discussed. It was determined that there was a need for translators at parent workshops. PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic.

The findings were reported to the school community at faculty conferences and during School Leadership Team discussions.

## Part B: Strategies and Activities

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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.

Presently, funding is not needed for written translations of school notices and directives as these documents can be accessed through the Department of Education's website or through the Department of Education's Interpretation and Translation Unit.

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.

PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic, however PS 115 has several parent volunteers who are fluent in both Arabic and English.

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>.

PS 115 will provide to each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document from the following website: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

We have posted near our main entrance to the school a sign in each of the covered languages indicating the availability of interpretation services. We have obtained these translated signs from the following link: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 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 Basic | Title I ARRA | Total       |
|---------------------------------------------------------------------------------------------------------------|---------------|--------------|-------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:                                              | \$903,825     | \$404,629    | \$1,309,454 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:                                                 | \$9,038       | \$4,046      | \$13,084    |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$45, 191     | *            |             |
| 4. Enter the anticipated 10% set-aside for Professional Development:                                          | \$90,383      | *            |             |

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.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent**

**meeting.** A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**SCHOOL PARENTAL INVOLVEMENT POLICY**  
**Title I Parent Involvement Policy and Parent-School Compact**  
**PS 115 – The Daniel Mucatel School**

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 115 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 115's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 115 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities;
6. Providing professional development activities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 115's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 115's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 115 will:

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

- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Developing and distributing a parent handbook, monthly parent calendars and periodic newsletters designed to keep parents informed about school activities.

**PS 115 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center containing instructional materials and community resource information for use by parents;
- hosting events to support parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- recruiting and training parent volunteers to support teachers in and out of the classroom;
- providing written and verbal progress reports that are distributed periodically to keep parents informed of their children's progress;
- providing regular written communication between the school and the home in a format, and to the extent practicable, in the languages that parents can understand;
- distributing parent surveys to assess the needs and wants of parents;
- creating initiatives that will help parents reinforce what is taught during the school day;
- increasing the ARIS and school website usage to communicate and further engage parents/guardians in all academic areas;

## **Section II: School-Parent Compact**

PS 115, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 115 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year; These activities include, but are not limited to: Open School Week, Family Literacy and Arts Programs, Family Movie Nights, Family Dances and trips, Parent Workshops on a variety of academic and extracurricular topics, participation in conferences and workshops outside of the school.

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

·advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

·monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

·ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

·check and assist my child in completing homework tasks, when necessary;

·read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

·set limits to the amount of time my child watches television or plays video games;

·promote positive use of extracurricular time, such as extended day learning opportunities, clubs, team sports and/or quality family time;

·encourage my child to follow school rules and regulations and discuss this Compact with my child;

·volunteer in my child's school or assist from my home as time permits;

· participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child's teacher about educational needs and stay informed about his/her education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Title I Parent Advisory Committee on Wednesday, October 20, 2010.

This Parent Involvement Policy was updated on Thursday, October 14, 2010.

The final version of this document will be distributed to the school community on Friday, October 29, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **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.

In order to design and implement an effective educational program and to set high standards for all students, we have conducted and will continue to conduct the following needs assessment activities:

- We have implemented a data-driven approach to improving student performance utilizing whole-school performance reports (e.g. NYStart, ARIIS, ATS, Acuity, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.
- Our Academic Intervention Services Team and our Inquiry Team meet to discuss student progress based on performance data, including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

In order to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientifically-based research we have implemented and will continue to implement the following activities:

- We have implemented a data-driven approach to improving student performance utilizing whole-school performance reports (e.g. NYStart, ARIS, ATS, Acuity, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.
- Our Academic Intervention Services Team and our Inquiry Team meets weekly to discuss student progress based on performance data, including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.

Among the methods and instructional strategies that increase the amount and quality of learning time, help provide an accelerated and enriched curriculum, meet the educational needs of historically underserved populations, 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 are the following:

- Saturday School Programs in Social Studies, English Language Arts, Mathematics and Science for at-risk students grades three through five
  - Saturday Early Childhood Program for at-risk students in Kindergarten through second grade
  - After-school Odyssey of the Mind Program which involves creative problem solving in competitions on regional, state and world levels
  - Saturday ELL Institutes in Social Studies, English Language Arts, Mathematics and Science for students in Kindergarten through fifth grade
  - Academic Intervention Services determined by Personal Intervention Plans (PIPs) which are created for at-risk students and are reviewed on a case-by-case basis and modified as to type and intensity of services as needed
3. Instruction by highly qualified staff. (see #4 below)
  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 Professional Development Team meets weekly in support of differentiated instruction and staff development as well as collaborative planning. Differentiated professional development in Literacy, Mathematics, Science, Social Studies, Technology and the Arts is regularly provided based on experience and need. Professional development is provided in cycles and assessed on a regular basis at weekly PD Team meetings. When there is a need for staff development in a particular area for a teacher or group of teachers (as evidenced by Focused Learning Walk Logs or in the course of formal and/or informal observations), cycles may be intensified and/or altered to meet these needs. Members of the Professional Development Team are: the Principal, Assistant Principals, Literacy and Math Coaches, Parent Coordinator, AIS Coordinator, School Business Manager, Arts Coordinator, Intervention Specialist and Guidance Counselor. Additional staff members (e.g. lead teachers, cluster teachers, classroom teachers) are invited to attend PD Team meetings as needs arise.
    - Our teachers, paraprofessionals, coaches, assistant principals and principal participate in numerous Professional Development workshops both through the internal services of the DOE and through non-contracted vendors. Included among these Professional Development workshops are: Math in the City, Teachers' College, Odyssey of the Mind, Lincoln Center, RTI Training, Cambridge, SMARTBoard Training, and numerous others. Staff members attending Professional Development Workshops outside the school building provide turn-key professional development to the remaining staff.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools. (not applicable)
  6. Strategies to increase parental involvement through means such as family literacy services.
    - Family Literacy workshops (are conducted during school hours, after school hours, and on Saturdays) covering topics such as:

English Language Arts Standards  
Mathematics Standards  
Social Studies Standards  
Science Standards  
New York State Assessments  
Periodic Assessments  
NYSESLAT  
Summer School and Promotional Policies  
Gang Awareness  
School Safety  
Title I  
Title III  
Academic Intervention Services  
Working with Your Child's Teacher  
Technology  
The Arts

- Strategies to include parents whose first language is other than English are discussed in Appendices 2 and 3.
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.

#### Universal Pre – K and Parent Corps

In conjunction with these programs, we will utilize the Pre-K family worker, Pre-K social worker and parent coordinator to conduct parent workshops and increase parental involvement from the child's earliest school experience and assist preschool children in the transition from early childhood programs. P.S. 115 is also affiliated with the NYU Child Study Center Parent Corps Program. Through this program parents will be provided training in positive parenting techniques.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. (*see #2 and #4 above*)
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (*see #2 and #4 above*)
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.

Our School Leadership Team meets monthly to discuss the 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, etc. Additional subcommittee meetings are conducted by the Title I Committee to discuss the scheduling and expenditure of Title I funds. Our Professional Development Team and Our Inquiry Team/AIS Team meet on a weekly basis to assess the effectiveness of Professional Development and Academic Intervention Service programs. The team reports findings to the SLT.

## **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 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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. |
|--------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|--------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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.

**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.

|                         |         | Yes | No | N/A |             | Check (✓) | Page #(s)           |
|-------------------------|---------|-----|----|-----|-------------|-----------|---------------------|
| Title I, Part A (Basic) | Federal | ✓   |    |     | 4,903,825   | ✓         | 10-12, 16-26, 52    |
| Title I, Part A (ARRA)  | Federal | ✓   |    |     | 404,629     | ✓         | 10-12, 16-26, 52    |
| Title II, Part A        | Federal | ✓   |    |     | \$123,435   | ✓         | 10-12, 16-26, 52    |
| Title III, Part A       | Federal | ✓   |    |     | \$15,000    | ✓         | 16-21, 24-26, 32-37 |
| Title IV                | Federal |     |    | ✓   | N/A         | N/A       | N/A                 |
| IDEA                    | Federal |     | ✓  |     | N/A         | N/A       | N/A                 |
| Tax Levy                | Local   | ✓   |    |     | \$4,921,560 | ✓         | 10-12, 16-26, 52    |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS *Not Applicable*

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring *Not Applicable*

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring *Not Applicable*

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

*All SURR schools must complete this appendix.* *Not Applicable*

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: FOR TITLE I SCHOOLS**

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

There are currently 40 Students in Temporary Housing on register and attending PS 115.

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

The services that will be provided to the STH population include, but are not limited to:

- Conduct an intake meeting with parents/guardians of STH to address any needs that the parents/guardians and/or the students might have.
- Assist parents in completing Residency Questionnaire.
- Ensure that students receive transportation to and from school for regular school days and any extra-curricular school functions.
- Provide school supplies as needed.
- One to one and /or group counseling.
- Conduct student groups which address issues such as Conflict Resolution and Violence Intervention and Prevention.
- Ensure that STH are able to participate in all field trips, school activities and class projects, providing funds if necessary.
- Provide parents and students information regarding after-school programs.
- Provide parents and students information regarding community-based organizations and facilities (e.g. health care, mental health, recreation, etc.)
- Monitor academic progress and ensure that STH receive any Academic Intervention Services as needed.
- Conduct professional development and sensitivity training for all staff, including Administration, pedagogical staff, school aides, paraprofessionals, nurses, security and custodial staff.

### **Part B: FOR NON-TITLE I SCHOOLS**

**Not Applicable**

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                                |             |        |               |  |              |
|---------------------|--------------------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 115 Daniel Mucatel School |             |        |               |  |              |
| <b>District:</b>    | 18                             | <b>DBN:</b> | 18K115 | <b>School</b> |  | 331800010115 |

**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 |          |   |

| <b>Enrollment</b>  |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|--------------------|---------|---------|---------|------------------------------------------------------|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Pre-K              | 54      | 54      | 54      |                                                      | 94.3    | 95.2    | 94.9    |
| Kindergarten       | 162     | 168     | 183     |                                                      |         |         |         |
| Grade 1            | 209     | 201     | 221     | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2            | 206     | 211     | 229     | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 3            | 201     | 204     | 237     |                                                      | 92.2    | 96.5    | 92.0    |
| Grade 4            | 202     | 212     | 216     |                                                      |         |         |         |
| Grade 5            | 208     | 194     | 200     | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6            | 0       | 0       | 0       | (As of October 31)                                   | 2008-09 | 2009-10 | 2010-11 |
| Grade 7            | 0       | 0       | 0       |                                                      | 70.9    | 84.0    | 84.0    |
| Grade 8            | 0       | 0       | 0       |                                                      |         |         |         |
| Grade 9            | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10           | 0       | 0       | 0       | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 11           | 0       | 0       | 0       |                                                      | 15      | 26      | 29      |
| Grade 12           | 0       | 0       | 0       |                                                      |         |         |         |
| Ungraded           | 2       | 3       | 4       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total              | 1244    | 1247    | 1344    | (As of October 31)                                   | 2007-08 | 2008-09 | 2009-10 |
|                    |         |         |         |                                                      | 14      | 9       | 13      |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|------------------------------------------------|---------|---------|---------|-----------------------------------------------------|---------|---------|---------|
| (As of October 31)                             | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 30      | 29      | 32      | Principal Suspensions                               | 0       | 4       | 14      |
| # in Collaborative Team Teaching (CTT) Classes | 12      | 12      | 14      | Superintendent Suspensions                          | 5       | 1       | 3       |
| Number all others                              | 51      | 51      | 55      |                                                     |         |         |         |

*These students are included in the enrollment information above.*

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|-------------------------------------------------------------------|---------|---------|---------|--------------------------------------------------------|---------|---------|---------|
| (As of October 31)                                                | 2008-09 | 2009-10 | 2010-11 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 76      | 80      | 78      |
| # in Dual Lang. Programs                                          | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 17      | 16      | 12      |
| # receiving ESL services only                                     | 58      | 50      | TBD     |                                                        |         |         |         |
| # ELLs with IEPs                                                  | 0       | 3       | TBD     | Number of Educational Paraprofessionals                | 10      | 10      | 15      |

*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            | 71.1    | 76.3    | 92.3    |
|                                                   |         |         |         | % more than 5 years teaching anywhere                  | 52.6    | 56.3    | 66.7    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |                                                        |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 87.0    | 88.0    | 89.7    |
| American Indian or Alaska Native                  | 0.2     | 0.2     | 0.2     | % core classes taught by "highly qualified" teachers   | 98.8    | 99.3    | 100.0   |
| Black or African American                         | 88.3    | 87.4    | 88.0    |                                                        |         |         |         |
| Hispanic or Latino                                | 5.5     | 6.0     | 5.8     |                                                        |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 3.1     | 2.5     | 2.5     |                                                        |         |         |         |
| White                                             | 2.7     | 2.8     | 3.3     |                                                        |         |         |         |
| <b>Male</b>                                       | 49.0    | 47.9    | 48.7    |                                                        |         |         |         |
| <b>Female</b>                                     | 51.0    | 52.1    | 51.3    |                                                        |         |         |         |

#### 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

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | 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:

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

|                                                 |          |          |          |  |  |  |
|-------------------------------------------------|----------|----------|----------|--|--|--|
| 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                      | vsh      | v        | -        |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>5</b> | <b>5</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|                                          |      |                                                            |  |  |    |  |
|------------------------------------------|------|------------------------------------------------------------|--|--|----|--|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |    |  |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  | NR |  |
| <b>Overall Score:</b>                    | 53.6 | <b>Quality Statement Scores:</b>                           |  |  |    |  |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |    |  |
| School Environment:                      | 10.5 | Quality Statement 2: Plan and Set Goals                    |  |  |    |  |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |  |
| School Performance:                      | 8.5  | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |  |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |    |  |
| Student Progress:                        | 32.6 |                                                            |  |  |    |  |
| <i>(Comprises 60% of the</i>             |      |                                                            |  |  |    |  |
| Additional Credit:                       | 2    |                                                            |  |  |    |  |

|                                                      |                                               |
|------------------------------------------------------|-----------------------------------------------|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>602</b>                               | District <b>18</b> | School Number <b>115</b>                 | School Name <b>DanielMucatel School</b> |
| Principal <b>Denis Guerin, Interim Acting</b>            |                    | Assistant Principal <b>Loren Borgese</b> |                                         |
| Coach <b>Abby Fuchs</b>                                  |                    | Coach <b>Deborah Marra</b>               |                                         |
| Teacher/Subject Area <b>Joanne Saint Preux/ESL</b>       |                    | Guidance Counselor <b>Meridith Moran</b> |                                         |
| Teacher/Subject Area <b>Helen Pizarro/Kindergarten</b>   |                    | Parent <b>Shaoying Wong-Getzel</b>       |                                         |
| Teacher/Subject Area <b>Tamella Trpp/Fourth Grade</b>    |                    | Parent Coordinator <b>Jayne Sclavos</b>  |                                         |
| Related Service Provider <b>Geogianna Lombardi/SETSS</b> |                    | Other <b>type here</b>                   |                                         |
| Network Leader <b>Julia Bove</b>                         |                    | Other <b>type here</b>                   |                                         |

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

### C. School Demographics

|                                    |             |                      |           |                                               |              |
|------------------------------------|-------------|----------------------|-----------|-----------------------------------------------|--------------|
| Total Number of Students in School | <b>1345</b> | Total Number of ELLs | <b>79</b> | ELLs as Share of Total Student Population (%) | <b>5.87%</b> |
|------------------------------------|-------------|----------------------|-----------|-----------------------------------------------|--------------|

## 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.

Paste response to questions 1-6 here

1.

The ESL teacher reviews all Home Language Identification Surveys of newly admitted students and compiles a list of the primary languages spoken by the households of these students. Upon review of the Home Language Identification Surveys, potential English Language Learners are interviewed to determine if they are eligible to take the LAB-R within the first ten days of enrollment. Based on the results of the LAB-R students are placed in the ESL program.

The NYSESLAT is administered in the spring to all ELLs to assess their growth. The NYSESLAT is administered to ELL students by grade level in small groups. Each of the four components is given separately within the testing period established by the state. In September, upon the release of the results of the NYSESLAT, they are reviewed to determine if returning students will continue to receive ESL services.

This information, combined with the knowledge the ESL teacher has of the primary languages of the families of our previously enrolled English Language Learners, was examined and the following were the results.

PS 115's English as a Second Language population consists of:

- 51 families whose primary language is Haitian Creole
- 13 families whose primary language is Arabic
- 4 families whose primary language is Spanish
- 2 families whose primary language is Chinese/Cantonese
- 9 families whose primary language is French

2. Approximately one month after ELL students have been identified a parent meeting is convened to inform parents of their program choices. On the Parent Survey an Parent Selection Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed, however, that they may choose a Transitional Bilingual Education or Dual Language Program. If necessary, the Parent Coordinator helps parents contact the regional placement office.

The process begins by sending parents an entitlement letter to inform them that their child is eligible for an ELL program and the choices available. Parents are given two to three days to return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, an alternate date will be arranged. A telephone conference will be scheduled upon parent request. Translators are available for all parent meetings.

3

The ESL teacher reaches out to all parents to ensure that entitlement letters, parent surveys and program selection forms are returned within scheduled dates.

4

Based on parent choice indicated on the Parent Survey an Parent Selection Form, LAB-R scores and for returning students, NYSESLAT scores from the previous school year, ELLs are placed. Parents are informed of this process thru entitlement letters and program selection forms which are returned within a scheduled time. Translators are available for all school-Parent communication.

5

After a review of the Parent Survey an Parent Selection Form for the past few years, it has been found that the trend in the program choices has overwhelmingly been for the Freestanding ESL program. Currently 5.87 % of the schools population is enrolled the Freestanding ESL program which includes 100% of eligible ELLs.

6

The program models at PS 115 are aligned with parent requests. PS 115's ELL students are serviced by a certified ESL teacher in a Freestanding ESL program through pull-out/push-in services which include language arts and content area instruction. The majority of parents opt for the Freestanding ESL program. In the event that a parent wishes to choose a program other than ESL, the parent

coordinator assists in making contact with the regional placement office, to transfer the child to a school offering the desired program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

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 | Tot # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>                                        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Freestanding ESL</b>                                                                 |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>                                                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Push-In</b>                                                                          | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| <b>Total</b>                                                                            | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |                                              |    |                               |   |
|-----------------------------|----|----------------------------------------------|----|-------------------------------|---|
| All ELLs                    | 79 | Newcomers (ELLs receiving service 0-3 years) | 73 | Special Education             | 4 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 6  | Long-Term (completed 6 years) | 0 |

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 |      |                   |                  |      |                   |                                    |      |                   | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                      | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|                      | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| <b>TBE</b>           | 0                 | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| <b>Dual Language</b> | 0                 | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| <b>ESL</b>           | 73                | 1    | 4                 | 6                | 0    | 0                 | 0                                  | 0    | 0                 | 79    |
| <b>Total</b>         | 73                | 1    | 4                 | 6                | 0    | 0                 | 0                                  | 0    | 0                 | 79    |

Number of ELLs in a TBE program who are in alternate placement: 0

### 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        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Chinese                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Russian                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Bengali                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Urdu                                           | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Arabic                                         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Haitian                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| French                                         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Korean                                         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Punjabi                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Polish                                         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Albanian                                       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Yiddish                                        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Other                                          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |  |
|------------------------------------------------|-----|----|-----|----|-----|----|-----|----|-------|----|--|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |  |
|                                                | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |  |
|                                                | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |  |
| Spanish                                        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |
| Chinese                                        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |
| Russian                                        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |
| Korean                                         | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |
| Haitian                                        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |
| French                                         | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |

| Dual Language (ELLs/EPs)<br>9-12               |          |          |          |          |          |          |          |          |          |          |
|------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|                                                | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|                                                | ELL      | EP       |
| Other                                          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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:                                                  | Other:                             |
| Native American:                                                  | White (Non-Hispanic/Latino):       |

| 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                                        | 2        | 0         | 0         | 0         | 2         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 4         |
| Chinese                                        | 1        | 1         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 2         |
| Russian                                        | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Bengali                                        | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Urdu                                           | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Arabic                                         | 2        | 2         | 3         | 4         | 1         | 1         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 13        |
| Haitian                                        | 1        | 11        | 14        | 8         | 6         | 11        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 51        |
| French                                         | 0        | 1         | 1         | 1         | 3         | 3         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 9         |
| Korean                                         | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Punjabi                                        | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Polish                                         | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Albanian                                       | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| Other                                          | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| <b>TOTAL</b>                                   | <b>6</b> | <b>15</b> | <b>18</b> | <b>13</b> | <b>12</b> | <b>15</b> | <b>0</b> | <b>79</b> |

# 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.

Paste response to questions 1-4 here

1. P.S. 115 ELLs are serviced by a certified ESL teacher in a free standing program of heterogeneously grouped students through pullout/push-in services which include English Language Arts and content area instruction.

2. An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English Language Acquisition, to pair students at different proficiency levels and to maximize support needed in the different modalities. The modality patterns are identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

The children who have scored at the Beginning and Intermediate levels on the spring NYSESLAT receive 2 units (360 minutes) of ESL instruction per week. Advanced students will receive 1 unit (180 minutes) of ESL instruction per week.

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

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

4. The ESL teacher utilizes a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which include reading and writing workshops. These reading and writing workshops are comprised of independent reading, a mini-lesson, active engagement which includes accountable talk, an independent work period and a sharing. The Advanced students work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study.

The ELL Interim Assessment Test and the NYSESLAT assessments are administered to all ELL students. The results of these assessments drive small group instruction in the ESL Classroom. The results of these are also used to form guided reading groups. Small group instruction and guided reading groups are used to differentiate instruction for each of the ELL subgroups (Sife, less than 3 years, 4-6 years, 6 years and Special needs ELL students). All instruction is in English. In addition, students are paired in a classroom in an attempt to support their native language skills.

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

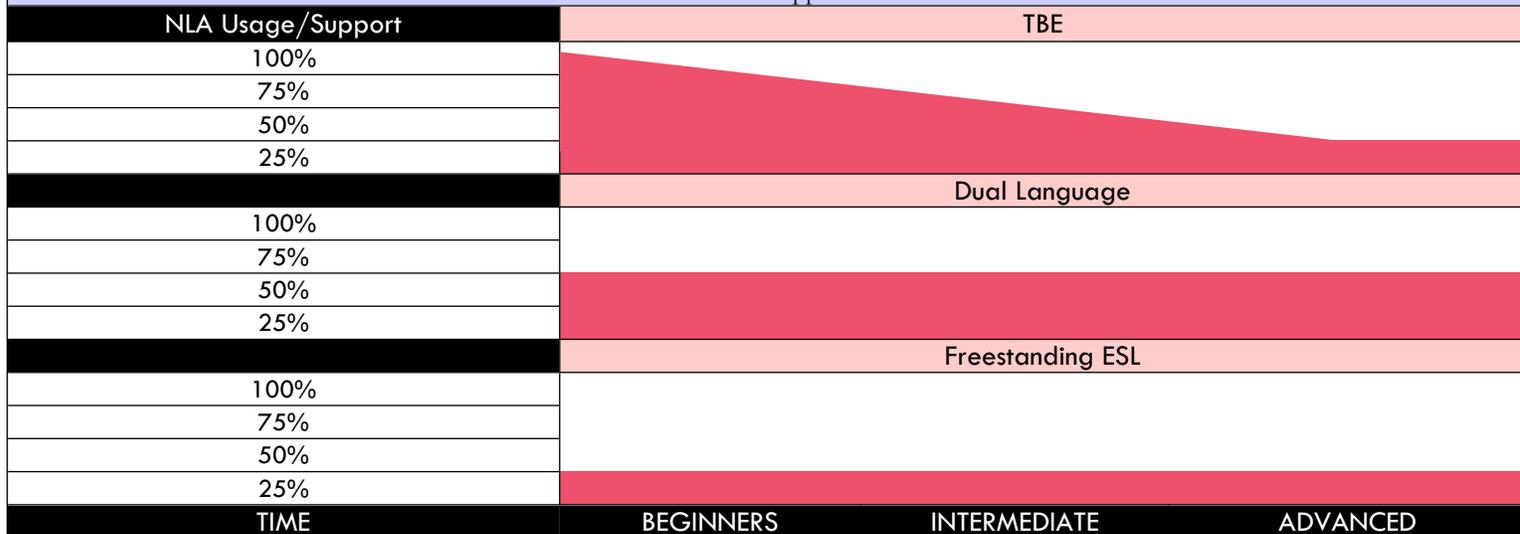
|                                                                   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|-------------------------------------------------------------------|-----------------------|-----------------------|----------------------|
| ESL instruction for <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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

|                                                                   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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?

Paste response to questions 5-14 here

5

To help our ELLs meet the learning standards various instructional practices are utilized. Practices/approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled and shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 115 houses a Freestanding ESL program, English is the language of instruction.

6

For ELLs who have reached proficiency on the NYSESLAT, we give modified time, personal glossaries and dictionaries, and support of the ESL teacher.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

There is a Title III Saturday ELL Institute for Kindergarten through grade five. The program provides instruction in reading comprehension, shared writing, guided writing and independent writing as well as additional help in Mathematics, Social Studies and Science. Through the

Title III program, the school will provide translators to help facilitate greater communication between parent, teacher and child and offer parent workshops addressing the NYSESLAT and New York State Math, English Language Arts, Science and Social Studies Assessments.

At PS 115, we recognize the important role of our ESL program in helping students become proficient in the English language. At the same time, we help ELLs acquire the academic knowledge needed to prepare them for higher learning and pass the required city and state assessments. Language instruction is aligned to ESL and ELA learning standards.

7

We are not planning any new programs for the upcoming school year.

8. We are not planning to discontinue any programs/services for ELLs.

9

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

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

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

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

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

10

NYSESLAT data has indicated that ELL students in second, third and fourth grades performed best on the reading and writing sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' listening and speaking skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

11

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

12

Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, dictionaries, audio/visual manipulatives and hands on materials are available in each grade level. The age and grade appropriate

materials are given to all concentrated classes and the ESL teacher, who pushes in to each class to provide support to teachers and students.

13

Prior to the start of each academic school year, the ESL teacher contacts the parents of newly enrolled ELL students. A meeting is scheduled to inform parents of ESL programs offered. Parents are also informed of the Title III immigrant program and Saturday Institute.

14

Not applicable

### 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

Not Applicable

### 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.

Paste response to questions 1-3 here

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

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

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

3. Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. During the 2010-2011 Academic year the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education which include, but are not limited to : Q-TEL training, Literacy professional development throughout the school year, workshops on the introduction and utilization of ELL related data.

All teachers will receive a minimum of 7.5 hours of ELL training. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Small group instruction for ELLs ; ELA/ELL Standard Based Instruction: Rubrics and Criteria for Success for all ELL students; Guided Reading Groups for ELLs; NYSESLAT/Acuity data analysis.

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

### 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?

Paste response to questions 1-4 here

Parental Involvement Component: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops. In addition, parent needs are evaluated at Title I and Title III meetings. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of the school website in order to access information
- Accessing and interpreting Acuity information
- The school use of voice messaging services

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

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

November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

## Part 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)                                                   | 6 | 13 | 14 | 3 | 4 | 5 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 45    |
| Intermediate(I)                                               | 0 | 2  | 4  | 7 | 5 | 6 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 24    |
| Advanced (A)                                                  | 0 | 0  | 0  | 3 | 3 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 10    |

|       |   |    |    |    |    |    |   |   |   |   |   |   |   |    |
|-------|---|----|----|----|----|----|---|---|---|---|---|---|---|----|
| Total | 6 | 15 | 18 | 13 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
|-------|---|----|----|----|----|----|---|---|---|---|---|---|---|----|

**NYSESLAT Modality Analysis**

| Modality Aggregate     | Proficiency Level | K | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-------------------|---|---|----|---|---|---|---|---|---|---|----|----|----|
| LISTENING/<br>SPEAKING | B                 | 3 | 3 | 0  | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | I                 | 0 | 1 | 1  | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | A                 | 3 | 3 | 3  | 7 | 9 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | P                 | 2 | 6 | 11 | 3 | 9 | 5 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
| READING/<br>WRITING    | B                 | 4 | 8 | 0  | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | I                 | 3 | 2 | 9  | 6 | 8 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | A                 | 1 | 0 | 3  | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                        | P                 | 0 | 3 | 3  | 2 | 6 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      | 2       | 2       | 2       | 0       | 6     |
| 4                      | 5       | 2       | 5       | 0       | 12    |
| 5                      | 2       | 6       | 1       | 0       | 9     |
| 6                      | 0       | 0       | 0       | 0       | 0     |
| 7                      | 0       | 0       | 0       | 0       | 0     |
| 8                      | 0       | 0       | 0       | 0       | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0       | 0       | 0       | 0     |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 4       |    | 5       |    | 5       |    | 0       |    | 14    |
| 4                      | 2       |    | 9       |    | 7       |    | 3       |    | 21    |
| 5                      | 2       |    | 5       |    | 4       |    | 1       |    | 12    |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 | 3       | 0  | 5       | 0  | 7       | 2  | 3       | 1  | 21    |
| 8 | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |

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

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      | 5       | 0  | 2       | 0  | 3       | 0  | 0       | 0  | 10    |
| 8                      | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile                                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0                                                         | 0                      | 0                      | 0                      | 0                                                                         | 0                      | 0                      | 0                      |

|                      |   |   |   |   |   |   |   |   |
|----------------------|---|---|---|---|---|---|---|---|
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|----------------------|---|---|---|---|---|---|---|---|

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development.

NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services Teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. NYSESLAT data helps teachers plan programs and differentiate instruction to best meet the needs of ELLs and allows them to group students for targeted instruction.

2. Data patterns reveal that ELLs across all proficiency levels performed best on the listening and speaking sections. Lower performance scores were in reading and writing. With the support of the ESL teacher and AIS Providers, mainstream teachers have been working to improve students reading and writing skills.

3. The LAP Committee reviewed the NYSESLAT test results. The review of the NYSESLAT results indicates that our second, third and fourth graders were more proficient in the reading and writing component and the Kindergarten, first and fifth grades achieved at the beginning and intermediate levels in reading and writing. Second and fourth grade were the most proficient. The majority of our Eur ELL students who take the ELA exam achieve at level two. The Committee has noticed that in science and/or math more of our ELL students scored at a level 3 than levels one and two. Due to the analysis of this data the Committee agrees that Writing and Reading must remain a focus area for ongoing assessment. Teacher teams will work to analyze ELL student data and to modify instruction based on trends identified.

In order to further develop Academic Rigor for the ELL population, P.S. 115 will utilize the following strategies:

- Push-in ESL program which parallels and supports the existing literacy program, allowing enhanced articulation/similarity between the Literacy and ESL instructor.
- Order standardized exams in the available languages for all ELL students. In the event translated versions are not available, we will utilize the services of staff members and/or the Translation Services Unit.
- Extended day and Saturday programs to allow for additional instruction time for recent ELL arrivals
- Teachers without ESL certification will attend Q-tel and other related Q-TEL and other related literacy professional development workshops throughout the school year.
- Parent involvement opportunities which support parent /child shared learning experience will continue
- Translators will be provided at parent orientations and during parent workshops in the parents' respective native languages

4.

A. The proficiency patterns range from Beginning to Advanced for each ELL across the grades (K-5). Students score a higher grade when

providers to maximize the support needed for students who score below proficiency levels.

C. The school uses Periodic Assessments as one of the tools to drive instruction. Native language is used as a tool to support students as they learn a second language.

5. Not applicable – We do not have a Dual Language Program at PS 115.

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

### 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

While we had 12 fifth grade ELLs on register in June 2010, we have scores for only 10 as two students were admitted after the administration of the 2009 Social Studies Assessment.

## 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           |           | 10/18/10        |
|              | Assistant Principal |           | 10/18/10        |
|              | Parent Coordinator  |           | 10/18/10        |
|              | ESL Teacher         |           | 10/18/10        |
|              | Parent              |           | 10/18/10        |

|  |                      |  |          |
|--|----------------------|--|----------|
|  | Teacher/Subject Area |  | 10/18/10 |
|  | Teacher/Subject Area |  | 10/18/10 |
|  | Coach                |  | 10/18/10 |
|  | Coach                |  | 10/18/10 |
|  | Guidance Counselor   |  | 10/18/10 |
|  | Network Leader       |  | 10/18/10 |
|  | Other                |  |          |