



ROBERTO CLEMENTE – PS 15

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M15

ADDRESS: 333 EAST 4TH STREET, NEW YORK, NY 10009

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M15 **SCHOOL NAME:** Roberto Clemente

SCHOOL ADDRESS: 333 East 4th Street, New York, NY 10009

SCHOOL TELEPHONE: (212)228-8730 **FAX:** _____

SCHOOL CONTACT PERSON: Irene Sanchez **EMAIL ADDRESS:** ivelazq2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donna Fiscina

PRINCIPAL: Irene Sanchez

UFT CHAPTER LEADER: Donna Fiscina

PARENTS' ASSOCIATION PRESIDENT: Joy Nieves

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Daniel Feigelson

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Irene Sanchez	*Principal or Designee	
Donna Fiscina	*UFT Chapter Chairperson or Designee	
Joy Nieves	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Susan Safer	Member/ Teacher	
Elayne Block	Member/ Teacher	
Jessica Andreu	Member/ Teacher	
Juan Pinto	Member/ Parent	
Maria Hernandez	Member/Parent	
Priscilla Rodriguez	Member/ Parent	
Elizabeth Vega	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.

Distinctive to PS 15 as a school in District 1 is its inclusiveness of students, families, parents and community. PS 15 is located on Manhattan's Lower East Side. The principal is new to the school community and has created an open door policy welcoming staff, students and parents. Members of our school community feel safe and welcomed. Parents and students receive a wide range of supports including referrals to community agencies, health care, clothing, and food in order to meet the necessary needs to be ready to enter the classroom ready to learn. PS 15 staff members are dedicated to creating life long learners and community leaders. The Roberto Clemente School community is committed to closing the achievement gap and being emotionally responsive to the needs of our students and to their families . PS15 is a school site for Educational Alliance Head Start and District 75 Special Education Citywide. Through ongoing collaboration we have been able to increase services for all students at the PS 15 school site.

Achievements:

- Awarded a grant to develop a School Wellness Council
- Instituted L.E.S. monthly events to empower parents to support students at home and become an intergral part of their child's education.
- Upgraded library to a Library Media Center with 23 iMacs and a Smar Board
- Every student in grades K-5 recievestructured arts education through external partnerships such as Arts for All and LEAP.
- All classes in grades 3-5 have Smart Boards, Elmos, and iMacs to incorporate technology into the curriculum.
- PS 15 was rated proficient for the 09-10 school year.
- Developed a collaborative relationship with P94, a District 75 school, which is inclusive of shared resources and mainstreamed education.
- Made AYP: "school in good standing" in Math, ELA, Science.

Working in the Arts:

- PS 15 is committed to developing partnerships with various organizations. Current partnerships include Arts partnerships such as Arts For All, LEAP, Marc Degarmo Dance Company, Periwinkle Theatre, and Rosie's Broadway Kids and Service learning partnerships such as Blessings in a Backpack, Creative Arts Agency, and generationOn.
- Members of the staff are working collaboratively to infuse the arts into our Social Studies and other content areas of the curriculum through a multisensory approach.

Working with Families and the Community:

- Parental Communication has increased this year through Progress Reports, Newsletters, and parent outreach.
- PS 15 is collaborating with generationOn this year to be part of their Service Leader School Pilot Program, a program funded by New York Life. A Service Learning Coach, 4 teachers, 4 students, and 4 parents are working closely over the year on 5 projects with generationOn to implement integrated service-learning curricula in classrooms.
- Consistent Attendance Plan and follow up procedures are in place including class attendance liaisons, an attendance teacher 1 day per week for follow-up, and biweekly attendance meetings.
- Jewish Board mental health services are available two days per week to students and families.

Curriculum:

- PS 15 had a major technology upgrade including 23 iMacs located in the technology lab, and iMacs, Smart Boards, and document cameras in every 3-5 grade class.
- Students in grades 3-5 take periodic assessments online in the technology lab.
- 96% of teachers participate in teacher teams and action planning.
- Staff receives professional development from Teacher's College; support from Network Instructional Specialist, full time literacy coach, and partner organizations.
- All teachers servicing grades 3-5 are trained in various DoE data systems and provide data informed instruction in all content areas.
- PS 15 is supported by Children's First Network 203 led by Dan Feigelson.

Emotional Literacy:

- Functional Behavior Assessment and Behavior Intervention Plans are produced and implemented to support students with varying needs.
- A school wide Emotional Literacy Curriculum has been adopted by PS 15 and is a daily part of each child's educational experience.
- Students have open discussions about how they are feeling throughout the day and chart their emotions on the Mood Meter, which is accessible in every classroom.
- The school community encourages children to appropriately express and communicate their emotions through vocabulary taught within the curriculum.
- Positive Behavior Systems
 - Teaches how to be Responsible, Respectful, and a Problem Solver in the PS 15 community
 - MVP cards are given to students who are on task and following school expectations
 - Monthly Carnival to celebrate positive behaviors
 - School Store to trade MVP cards for positive reinforcements
- Monthly PBIS rally to celebrate their efforts

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?
-

What student performance trends can you identify?

- PS 15 made exemplary proficiency gains with 35.1% of our lowest third citywide in ELA and 40% of the lowest third citywide in Math, as reported in the Progress Report for 2009-2010.
- According to 2009-2010 Progress Report, PS 15's students made marked progress of 65% ELA and Math, 75.5% for the school's lowest third in ELA, and 66% for the school's lowest third in Math.
- Data from 2010 state math test shows that ELL students taking the test in English are among our highest-performing students in math. On the ELA state test, performance was somewhat lower than that of the general population for proficiency, but there was also a lower percentage of level 1 students.
- As a result of the NYS Mathematics assessment, and as evidenced in our 2009- 2010 School Progress Report, 35.2% of students performed at a proficiency level of 3 or 4.
- As a result of the NYS ELA assessment, and as evidenced in our 2009- 2010 School Progress Report, 17.8% of students performed at a proficiency level 3 or 4.
- Minimal superintendent and principal's suspensions since implementation of PBIS.
- Attendance rate for consistently enrolled students has increased from 90% in '08-'09 to a current rate of 95%, but for students not consistently enrolled, attendance over the same period of time has dropped from 89% to 87%.
- Poverty rate continues to remain high and has risen from 89.4 % in 08-09 to 96.5% in '09-'10.
- Student stability rate dropped from 87.6% in 07-08 to 80.2% in 08-09.

- As a result of the 2009 – 2010 Quality Review, an area of improvement noted was to extend data monitoring systems to regularly evaluate assessment practices and tools created.
- Parents have daily contact with school personnel, through high visibility of principal and parent coordinator at arrival and dismissal time and throughout the school day. Parents feel comfortable discussing immediate needs at that time. However, when structured parent meetings such as PTA meetings, curriculum information are scheduled few parents attend. Parent support through the PTA has been difficult over the last three years. Re-establishment of PTA executive membership has occurred with strong parent leadership emerging. Many more non-threatening activities for families have been planned and provided: Friday Family Fun Night, coffee with the principal, Learning Leaders, etc. We are addressing this through support from our School Leadership Team and the Office of Parent Engagement.

Our accomplishments in the last 12 – 24 months have been:

- Through a concerted approach and a number of consistent strategies (e.g., PBIS), the tone of the classrooms and building has become calm, making it easier to engage students and teach.
- The school-wide problem-solving and collaborative stance is evident in teacher teams and study groups.
- The principal's close involvement in study groups and the resulting action planning and her presence in the classroom to identify strengths and needs for individual teachers is raising the quality of instruction.
- The collaboration with PS 94 in Emotional Literacy and pooling of resources has made a us a stronger educational community.
- The establishment of relationships with Community Based Organizations has enriched our school in arts education and after-school support and enrichment. Current organizations are: Project Cool, Jacob Riis, Boys and Girls Republic, America Reads and Yeshiva University volunteers, Learning Leaders, Blessings in a Backpack, Arts for All, Periwinkle Theatre, Mark DeGarmo Dance, LEAP, CAA, generationOn, Rosie's Broadway Kids.
- The expansion of technology into our curriculum includes new ELMO document cameras and interactive Smart boards in upper grade classrooms, cluster rooms and the library.
- The establishment of a school web site facilitates teacher planning, collaboration, and sharing of resources and enhances inter-school communication..
- Classroom resources have been organized in an open-access bookroom. There

resources were formerly scattered and therefore underutilized.

- Attendance liaisons have been assigned to each class to follow up on attendance issues with families.

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

Aids:

- High expectations are held by the principal and staff for our students and ourselves.
- The hard working staff is dedicated and works together to try new methods and approaches to teaching. There is a prevailing can-do, optimistic attitude and an open sharing of ideas and resources.
- The learning environment is calming, engaging and supportive.
- The school supports families by bringing in the NYU Dental Clinic to provide free dental examinations and teeth cleanings. Families under stress are referred to Jewish Board and Ryan Nena Health station for programs in addiction recovery, nutrition and family health, and family mental health.
- Teachers in the same grade / subject area to cooperatively plan and analyze student work. This is underpinned by a very strong focus on analyzing classroom assessment data, which permits a more strategic targeting of students most in need.
- The open door policy of the principal creates trust and builds relationships with teachers, and her expertise and focus on improving instruction will help the school move forward.

Barriers:

- Our school serves a diverse population including students in temporary housing. Due to the fluctuating enrollment of this population, it is difficult to achieve cumulative gains across grade levels. Moreover, students newly enrolled are often already academically delayed and, as shown by our attendance data, are more often absent than continuously enrolled students and therefore miss instruction.
- With a poverty rate of 96.5%, many families may be under stress and this can negatively effect both parental involvement and student performance at school.
- Parent involvement in the school and in the classroom has been inconsistent and often insufficient in spite of the concerted and dedicated efforts of the parent coordinator. According to the Learning Environment Survey only 92% of parents felt that they were either satisfied or very satisfied with their opportunities to be involved in their children's education. This percentage has steadily decreased from 97% in 2008 and 96% in 2009.

- The school strives to implement the highest levels of professional development, but because we have a small staff, the many TC calendar days and consultant days disrupt the instructional day, especially in light of the student attendance issues mentioned above.
- Budget cuts and lack of funding necessitated the elimination of AIS positions which limit Tier 2 interventions for at-risk students.

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.

Goal 1: Mathematics

As a result of the NYS Mathematics assessment, and as evidenced in our 2009- 2010 School Progress Report, 35.2% of students performed at a proficiency level of 3 or 4. The number of students in grades 3-5 performing at proficiency level 3 or 4 will increase by 10% by June 2011 as measured by the NYS Mathematics exam and as noted on the 2010-2011 School Progress Report.

Goal 2: ELA

As a result of the NYS ELA assessment, and as evidenced in our 2009- 2010 School Progress Report, 17.8% of students performed at a proficiency level 3 or 4. The number of students in grades 3-5 performing at a proficiency level of 3 or 4 will increase by 13% by June 2011 as measured by the NYS ELA exam and as noted on the 2010 – 2011 School Progress Report.

Goal 3: Use of Data

As a result of the 2009 – 2010 Quality Review, an area of improvement noted was to extend data monitoring systems to regularly evaluate assessment practices and tools created. Teacher teams will regularly evaluate alignment between instruction and all common assessments enabling them to make timely revisions to the curriculum and meet their students' needs. By June 2011, 100% of classroom teachers will have engaged in a minimum of 10 data analysis activities in teacher teams as measured by attendance at study groups, participation in action planning and data analysis discussions.

Goal 4: Attendance

By June 2011, we will increase our overall attendance by 10% as measured by the 2010-2011 School Progress Report.

Goal 5: Parental Communication

Extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning and to enable them to track progress toward attaining set goals as evidence by a minimum of 10% of parents participating in academic events and a 5% increase in the number of parents who are satisfied or very satisfied with their opportunities to be involved in their child's education.

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As a result of the NYS Mathematics assessment, and as evidenced in our 2009- 2010 School Progress Report, 35.2% of students performed at a proficiency level of 3 or 4. The number of 3-5 grade students performing at proficiency level 3 or 4 will increase by 10% by June 2011 as measured by the NYS Mathematics exam and as noted on the 2010-2011 School Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All classroom teachers attend monthly grade level study groups discussing Math curriculum, studying student data, and creating action plans for individual and small groups of students. • CTT teachers will meet weekly to discuss students and create individual action plans. Principal will provide ongoing professional development in identifying and studying the “Big Ideas in Mathematics” published by NCTM. • Align school-wide schedule to provide for common preps across grades K-4 and built in study group sessions. • Teachers will attend 5 mathematics workshops by Lucy West at Teachers’ College through use of network resources. • Teachers will be given the scope and sequence for Everyday Math (EDM) to be used during curriculum planning for making mathematical connections. They will follow the EDM curriculum sequentially (New this year in most grades) • Teachers will re-evaluate EDM assessments and modifications previously made

	<p>to increase rigor in the classrooms.</p> <ul style="list-style-type: none"> • Students in grades 3-5 will participate in targeted Extended Day and afterschool tutorial. • Mathematics study group will be formed to review units of study, Common Core State Standards, and plan for increased writing in mathematics. This will be supported through 15 per-session hours offered by the network to focus on CCSS planning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • \$800 Title 1 SWP per diem set aside for sub coverage while teachers attend professional development • \$4,030 TL Fair student funding per session set aside for afterschool tutorial program • Math CCSS study group supported by 15 (offered by the network) per session hours
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly grade level meeting minutes • Minutes and agendas from PD opportunities • EDM End of Unit Assessments • Attendance records for extended day and afterschool tutorial • Action planning sheets • Results from periodic assessments • Time sheets and minutes from CCSS planning meetings • Formal and informal observations

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As a result of the NYS ELA assessment, and as evidenced in our 2009- 2010 School Progress Report, 17.8% of students performed at a proficiency level 3 or 4. The number of 3rd-5th grade students performing at a proficiency level of 3 or 4 will increase by 10% by June 2011 as measured by the NYS ELA exam and as noted on the 2010 – 2011 School Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All classroom teachers will attend bi-monthly grade level study groups where they will be discussing ELA curriculum, studying student data, and creating action plans for individual and small groups of students. • CTT teachers will meet weekly to discuss students and create individual action plans. • Teachers will attend ELA workshops by Lucy Calkins at Teacher’s College. • Students will participate in targeted extended day and after-school tutorial. • Teacher’s College staff developers will work with teachers one-on-one and in small groups to improve instruction. • Literacy coach will provide differentiated support to teachers to enable them to provide differentiated instruction to their students based on data. • Parents will be invited to attend literacy celebrations. • ELL teacher will work with ELL students in small groups on Achieve 3000 (Computer based program focused on non-fiction reading) • ELA study group will be formed to review units of study, Common Core State Standards, and plan for increased writing in non-fiction. This will be supported

	<p>through 15 per-session hours offered by the network to focus on CCSS planning</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • \$6,574 Title 1 SWP and \$5,000 TL Children First funds support per diem coverage for while teachers attend professional development • \$4,030 TL Fair student funding per session set aside for afterschool tutorial program • ELA CCSS study group supported by 15 (offered by the network) per session hours • \$374 Title 1 ARRA funds set aside for parental involvement supplies • \$90,886 “Many” funded (Contract for Excellence and TL FSF Legacy Teacher Supplement) literacy coach to support teacher development • \$27,600 Title 1 SWP funds support Teacher’s College Professional Development Program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly grade level meeting minutes • Minutes, agendas, from PD opportunities • ELA Curriculum Maps • Results from ongoing Achieve 3000 assessments • Results from periodic assessments • Results from NYS ELA exam • Attendance records for extended day and afterschool tutorial. • Coaching logs • Formal and informal observations

Subject/Area (where relevant): Use of Data

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As a result of the 2009 – 2010 Quality Review, an area of improvement noted was to extend data monitoring systems to regularly evaluate assessment practices and tools created. Teacher teams made up of all grade level classroom teachers will regularly evaluate alignment between instruction and all common assessments enabling them to make timely revisions to the curriculum and meet their students’ needs. By June 2011, 100% of classroom teachers will have engaged in a minimum of 10 data analysis activities in teacher teams. This will result in students demonstrating an increased understanding of reading material as measured by TCRWP benchmarks and NYS reading exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers will attend bi-weekly grade level study groups to discuss the ELA curriculum, study student data, and create action plans for individual and small groups of students. • CTT teachers will meet weekly to discuss students and create action plans for individual students. • Professional Development: Dan Feigelson, network leader, will provide PD on Conferring in Writer’s Workshop followed by Conferring in Reader’s Workshop. • Create an Instructional Council that will evaluate school-wide data and assessments for the purpose of improving curriculum and student performance. • Teacher’s College coach will provide ongoing support to teachers on data informed instruction.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • CCSS Instructional Council supported by 15 (offered by the network) per session hours • \$27,600 Title 1 SWP funds support Teacher's College Professional Development Program • \$500 TL Fair student funding set aside for supplies and uniform record keeping system
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Minutes of bi-weekly study groups • Minutes of PD with Dan Feigelson • Submission of action plans create for individual students and small groups. • Formal and informal observations • NYS grade 3-5 ELA assessment result • 2010-2011 School Progress Report

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase our overall attendance by 10% as measured by the 2010-2011 School Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our action plan contains a three-tier approach targeting 1) teachers, 2) parents, and 3) students.</p> <p>School-wide</p> <ul style="list-style-type: none"> • Biweekly attendance meeting – participants will review RSAL and provide updates on attendance. • Extensive outreach to neighborhood families to increase stable population • Ongoing collaboration with shelter liaison to increase attendance rates for students in temporary housing. <p>Parents:</p> <ul style="list-style-type: none"> • Monthly Proud Parent All Star awards will be mailed home to parents whose children had 100% attendance • Ken Lowenstein, attendance liaison from CFN 203, will hold a parent meeting with parents of children who have less than 90% attendance currently or during the previous school year. • Letters will be mailed home to parents when their children are absent from school for 5 days and then again once they have been absent for 10 days. • Teachers will call parents on the day their child is absent from school. • Each class will be assigned an attendance liaison who will monitor student

	<p>attendance. Class liaison will call parents once their child has 3 days absent from school (not necessarily consecutively).</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Staff meeting dedicated to the importance of following up on attendance regularly with parents. • RDAL will be posted daily so that teachers can verify daily attendance • Each teacher will have an attendance liaison to support them in following up with attendance <p>Students:</p> <ul style="list-style-type: none"> • Students will receive attendance awards during monthly PBIS rallies. • Students who have 100% attendance will have their names published in the monthly newsletter • A bulletin board will be dedicated to tracking classes with the highest attendance. The class with the highest attendance will receive special recognition on the board. • The community bulletin board will contain the names of students who won awards and parents who won proud parent awards. • Pizza Parties will be awarded each month to the class with the highest attendance average.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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</i></p>	<ul style="list-style-type: none"> • \$1,883 Title 1 SWP set aside for supplies, stamps, and food • STH financial support for family worker 3 hours per week • \$34,800 TL Children First funding set aside for network support

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ATS attendance reports • Completed ILOGs • 2010-2011 Progress Report

Subject/Area (where relevant): Parental Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parental communication to 1) strengthen links with parents through ongoing exchange of information regarding their children’s academic, social, and emotional progress and learning needs and 2) improve parental involvement in all aspects of their child’s educational experience as evidenced by a 10% increase in the Learning Environment Survey questions related to parental communication.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly newsletters from all classroom and cluster teachers highlighting current academic units of study and upcoming events will be sent home to parents. • Progress reports will be backpacked home 3 times per year indicating their child’s current progress and needs. • Parent tip sheets will be sent home giving parents tips on how to help their child at home with specific academic areas in non-threatening, non–stressful ways. • Implementation of L.E.S. (Learning, Eating, and Sharing), an event for parents held the last Friday of the month whereby parents and students will have the opportunity to sit in class and learn what their children are learning in class • A newly created parent resource center will house computers for parents to access ARIS and email. • School messenger will be utilized to remind parents about upcoming events, meetings, and workshops. • 2-3 workshops will be provided to parents on computer literacy and parenting. • Parents who participate in the parenting workshop will receive a copy of the book How to Talk So Kids Will Listen & Listen So Kids Will Talk, by Adele Faber Elaine Mazlish.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • \$1,883 Title 1 SWP set aside for supplies, stamps, and food • \$377 Title 1 ARRA funds books for parents
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Sign-in sheets for:</p> <ul style="list-style-type: none"> • L.E.S. • Workshops • Resource center <p>Learning Environment survey</p>

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: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	12	N/A	N/A	7			1
1	15	15	N/A	N/A	12			1
2	14	14	N/A	N/A	6			
3	15	17	N/A	N/A	7			1
4	12	11	10	12	8			
5	6	7	10	6	3			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Extended day before school or classroom push-in; small group word study, comprehension and fluency work to supplement general curriculum using guided reading, Words, Their Way, and Foundations; Emergent Reading Small Group instruction; guided reading groups; differentiated math instruction; Incorporating technology through the use of Achieve 3000 for students in grades 3-5 to improve non-fiction reading comprehension, small group pull-out sessions.
Mathematics:	Extended day before school-small group to supplement general curriculum in areas of need Small group centers based on Unit Assessments; differentiated math instruction; use of open ended questioning; extensive problem solving opportunities.
Science:	Students scoring level 1 and 2 are receiving supplemental reading instruction through Achieve 3000, extended day sessions.
Social Studies:	Students scoring level 1 and 2 are receiving supplemental reading instruction through Achieve 3000, extended day – literacy through the content areas.
At-risk Services Provided by the Guidance Counselor:	Small group counseling during lunch and during school day; social skills and coping skills; Functional Behavior Assessments; Guidance mini-lessons in the classroom
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:

Individual or group therapy around issues such as: anger management, coping skills and assertive communication.

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.

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) 1-5 Number of Students to be Served: 30 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

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.

P. S. 15 offers a free standing English as a Second Language (ESL) program based on the sheltered English approach that supports newcomers, long term ELLs, SIFE, and other LEP students. For 2010-2011, our school will conduct an ESL after school program with a focus on addressing the needs of 20 to 30 limited English proficient students. We will target the students who are newcomers (who are in the U.S. less than 3 years) and those students who scored between a beginner and intermediate level on the NYSESLAT tests administered in the spring of 2010.

Title III monies will be expended to fund (three) certified teachers to implement the after school program. The ESL teacher is TESOL certified, one teacher is special education certified and the other teacher has Early Childhood K-6 certification. The program will take place after school. The proposed program will run for two hours, once a week, commencing November 2010 for a total of 25 weeks. Teachers will attend training sessions by the organization Chess-in-the-Schools to learn how to break down the game and teach it to students. Students will be invited to learn and play new games like chess, Scrabble for kids, Scattagories, and other board and card games that practice valuable language and social skills. By modeling and teaching children to work together, we can help them grow up to be caring, responsible citizens.

The goals of the after school program are to model, teach, and reinforce character qualities such as teamwork and cooperation while practicing oral language skills. We plan to implement this program by explicitly teaching cooperative language that is used during games. For example, “good answer,” “we are going clockwise,” “it’s my/your/his turn,” and “you’ll do better next time.” We will have charts and specify language that is used in different categories such as (1) if a player is feeling bad, (2) conflict, (3) general praise, and (4) who gets to go first.

Each two hour session will begin with a read aloud or shared reading about teamwork, communication, taking turns, or respect followed by a discussion of why these virtues are important when playing games or when in the classroom (30 min).

Students will be divided into three groups, one group with each teacher based on the game they would like to learn, or play, that day. Directions and rules for each game will be printed for each student and they will read and discuss the game before playing. Each child will have cue cards to reference accountable talk during the games. A teacher will be present as a guide to answer questions or model the game and correct speech where needed. Students who know how to play games will be encouraged to teach others and answer questions (one hour). Students will play two different games each session for about 45 minutes.

At the end of each session, students will come back together to discuss who won each game and strategies they used to get ahead in the games. Each student will be encouraged to share a strategy or something they learned during the game (30 min). Later in the year we also plan to have students make personal how-to books to describe how to play their favorite game.

Games that we have chosen to use for the after school program encourage dialogue, critical thinking skills and language skills. We will include Chess, Scrabble, Up, Checkers, and several critical thinking and reading comprehension card games from Scholastic. Through the use of these games, students will practice making inferences, drawing conclusions, distinguishing between fact and opinion, and categorizing information. Students are required to read each card and answer the questions aloud in their group. The other members of the group decide whether the answer is

correct and, in effect, need to respectfully discuss each answer. Each game has a board and child-friendly instructions to follow.

Three teachers will lead the after school program. One is the school ESL teacher. She is TESOL certified. One teacher is certified under Elementary Special ED. The other is an Elementary General ED teacher. They will work cooperatively to plan all after school activities.

To implement this program we will purchase game materials. We will also have read aloud time focusing on communication, cooperation, and competition in sports and games. We hope to reiterate the importance of acceptance, team building, and cooperation through the use of games. Their written work will be kept in a portfolio to be shared with their classroom teacher. Authentic assessment through video flip cameras will document student progress from the beginning to the end of the instructional program. An assessment DVD will be developed to show student growth.

These activities have been developed as springboards for students to increase their language proficiency and share experiences they are learning and promote literacy and creativity with their families. They talk to each other about the games they are playing; they explore cognitive strategies. The games will start simply, by allowing the students to first learn the rules of the games and the social rules surrounding cooperation, citizenship, sharing, competition, and taking turns. Each month we will concentrate on a different theme of games.

At the culmination of each session we will have a verbal or written share where students are required to articulate in their own words what they learned. Some lessons are structured based on the workshop model which includes a short mini lesson, individual or cooperative learning practice and concluding with a share. We also incorporate various read-alouds to illustrate and expose students to various social practices. We incorporate Howard Gardner's *Theory of Multiple Intelligences*, using art, music, literature, kinesthetic experience, interpersonal skills, and math. We are following *The Teaching Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language Building the Bridge*, published by the State of New York in 2004.

These activities will improve their English proficiency and enable them to be more successful in the classroom.

Our goal is to create a cooperative learning community at P.S. 15 built on respect and understanding and at the same time improve oral and written language development. Since our school has previously been identified as a School in Need of Improvement (SINI) in math we will be integrating math wherever possible in our lessons. The measurable outcome of our after school program will be to survey our teaching community to determine how they felt the ELLs improved in writing and speaking in their classrooms. We will evaluate their NYSESLAT scores next year, in September, 2011, to determine growth. We plan on having a SHAREFAIR in June. At that time we will share activities we worked on during the year on the various games we studied an/or made. We will have a tournament of games and students will choose which game they would like to play in the tournament. At the end of the program, students will choose which game they liked best and the school will provide each student with their own game that they can share with their families at home. We anticipate the language proficiency level of the students attending our program to increase by one level. This will be determined by the classroom teachers' evaluation as well as by the NYSESLAT results administered in the spring of 2011.

Parent Involvement Activity

Parents will be asked to participate in the after school program and share in their children's learning once a month on "parent night." They are invited to come and play games with their children and continue to play games with them at home. As part of the after school program, students and parents will bring in games from their own country to teach other students and families. In the spring we plan on taking a parent/student trip to Washington Square Park to watch people play games such as chess and engage in games with their families. Our parents very rarely leave the Lower East Side due to lack of English in negotiating transportation, etc. We hope this will encourage our parents to feel more confident to take their own children on trips around New York City.

The goals of the after school program are to model, teach, and reinforce character qualities such as teamwork and cooperation while practicing oral language skills. We plan to implement this program by explicitly teaching cooperative language that is used during games. Parents will be invited to take part in all after school activities and the field trip to Washington Square Park. Many parents do not know the cooperative language used to play games, so they can come and learn and play alongside their children to strengthen family ties and serve as a way for parents and students to interact using English.

The field trip to Washington Square Park aligns with the goals of the after-school program. Due to language difficulties, many of our families feel isolated within the community. Parents and students will participate in an outdoor game day in the park which will reinforce practicing oral language and connect their after school program to a real world experience. The family game day will give parents and students exposure to teambuilding games and an authentic experience outside of their neighborhood. It will also provide activities so that families can easily replicate this trip with little expense in the future.

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.

In the school year 2010-11 we propose the formation of a study group. We plan on grouping all the ELLs of the same grade in the same classroom for the coming year. We encourage teachers of these ELLs as well as our new teachers to attend this PD activity. Our study group will focus on vocabulary instruction in the classroom. We will read Bringing Words to Life by Isabel L. Beck. This book will provide strategies for teaching vocabulary with children in K-5. It is clear that academic vocabulary plays an important role in a child's future.

The study group will meet during during the school day for 50 minutes beginning in December 2010 for a total of six-eight sessions. At the end of the study group, the team will compile a list of ESL strategies and sample lessons that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. We will share these ideas and model lessons with our colleagues. We will also observe a teacher with her students demonstrate new techniques learned. 15 teachers are currently participating in the ELL study group. Their certification areas include ESL, General Ed, and Special Ed.

Section III. Title III Budget

School: 15 BEDS Code: 310100010015

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,745.56	<u>Instructional After School Program</u> (Every Tuesday, 25 days from 3-5 PM): Professional Staff: 3 teachers x 25 days x 2hrs /day @ \$52.21=\$7,831.50 Planning for After School Program: 3 teachers x 10 hours @ \$52.21=\$ 1566.30 <u>Parental Involvement</u> Translation Para Professionals for Parent Involvement in family tournament and dinner: 2 paraprofessionals x 6hrs @ \$28.98 = \$347.76
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials	\$3,379.94	<u>Supplies and Materials for Instructional After School Program:</u> Chess Boards, Scrabble, various board and card games, character read-alouds, books @ \$400 Materials for students to develop and make games to take home: markers, oak tag, paper, glue, clay= \$200.00 Laminating paper 4 rolls @ \$300.00 Trophies and ribbons for students = \$150.00 <u>Supplies and Materials for ESL Instruction</u> Projector for Smartboard in ESL Classroom= \$647.00 <u>Parental Involvement</u> As culminating activity family will receive a game \$15.00 @ 30 students= \$450.00 Projector for parent/student movie nights =\$647.00 <u>Professional Development:</u> Book Study: <u>Bringing Words to Life</u> by Isabel L. Beck

		15 books @ \$22.40= \$336.00 6-8 lunches for teachers = \$249.94
Educational Software (Object Code 199)	699.50	A to Z Reading Program x10 @ \$69.96= \$699.50
Travel		
Other	1175.00	<u>For Instructional Afterschool Program:</u> 25 instructional sessions x \$7.00 for snacks and prizes for each session= \$175.00 <u>Parental Involvement</u> Parent Culminating Activity @ Washington Square Park: prepared picnic lunch for 20 parents and 30 students @ \$5.00 x 50= \$300.00 Parent Culminating Activity Tournament and Dinner: buffet from DOE for @50 people = \$700.00
TOTAL	\$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

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.

P. S. 15 has a total of 31 ELLS. Parents of these children speak Spanish, Chinese, Urdu, Bengali, and French. This assessment was based on the review of the Home Language Survey conducted by the ELL teacher, and the (RHLLA, RAPL) LEP Student Enrollment Report. At our staff development discussions it was determined that many teachers needed support in communicating with parents of these ELLS. Teachers write monthly newsletters explaining the class work and homework required of their students and upcoming educational trips. Parents need to be informed of what homework students are required to complete each night. Our principal writes a newsletter to all parents keeping them informed of school-wide activities such as monthly award assemblies and outstanding classroom activities. In order for parents to be aware of these special activities we need communication in Spanish, Chinese, Urdu, Bengali, and 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.

According to the RAPL, we have 32 parents requesting Spanish written and oral translation, as well as 2 Bengali, 16 Chinese, 1 French and 2 Urdu. The RAPL preferred language report is shared with all faculty. The ELL teacher and parent coordinator help coordinate written and oral translation services. Through the emergency card process and registration process, information is recorded in ATS. Written translations must be given to parents describing educational trips planned as well as for after school activities available for help in homework. In this way the principal and teachers will have assurance that there is communication about the school's academic performance to ALL parents at P.S. 15.

Teachers indicated that it would be beneficial to have oral translators at our open school afternoon and night conferences in November and March. Translators could convey comments made by the teacher concerning the academic performance of the children as well as interpreting the various categories on the written report cards sent home. At this time it would be helpful to inform parents about the importance of City and Statewide tests as well as promotional criteria. At the open school activities oral translators could be used for the PTA presentation. At this time information is discussed about parent involvement volunteering to work in the classroom and how their participation in school activities will benefit their child.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Use the Department of Education's Translation Services to obtain written translations of school notices that are prepared in advance.
 - Purchase a program called Power Translator Premium 14 to translate notices into Spanish, French, and Chinese.
 - Pay 2 school paraprofessionals per session to double check notice translations formed through the above named program and translate last minute notices.
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.

We plan to use per-session funds for bilingual paraprofessionals to provide oral translation services. They are assigned to teachers for either the afternoon or evening parent open school night conferences to help parents communicate with the teachers. Parents will be able to ask questions pertaining to their child's progress via the interpreter that they might otherwise have been unable to ask. The bilingual ESL teacher and guidance counselor also help with oral translation when available.

At the PTA meetings it is important to have the ELL parents sit next to the translator to become better informed of how necessary it is to take an active role in school activities. Parents need to be made aware of the fact that an involved parent has a direct relationship to their child's academic performance. Hearing their native language spoken in school will make them feel more comfortable in attending school activities.

Many teachers also uses the DOE provided service number for translation over the phone when speaking with parents. The parent coordinator helps with this process.

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 15 fulfills Section VII of Chancellor's Regulations A-663 in the following ways:

- We provide each parent with a copy of the Bill of Parent Rights and Responsibilities.
- A sign is posted at the entrance of the school in Spanish, Chinese and Bengali indicating the availability of interpretation services.

We refer parents to the Department of Education's website in order for them to access information about translation services.

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:	\$188,325	\$37,685	\$226,010
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,883	\$377	\$2,260
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,416	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$18,833	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95.24
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Through the supervision model, formal and informal observations will be provided by the principal
 - Daily classroom walk-throughs with immediate feedback
 - Teacher demonstrations with the school
 - Visitation of off-site classrooms of instruction
 - Literacy Coach and Principal to support instruction by highly qualified staff
 - Informal Observation Checklist
 - Framework for Professional Practices
 - Teachers will take necessary coursework to complete certification

* 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.

I. General Expectations

P. S. 15 agrees to implement the following statutory requirements:

- The school will put into effect programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P. S. 15 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - SLT Meetings
 - PTA Meetings
 - Parent Workshops
2. P. S. 15 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - SLT Meetings
 - School Safety Meetings
 - PTA Meetings
 - Translation
 - Title III
3. P. S. 15 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - PTA Meetings
 - Pre-k workshops
 - Family Game and Science night
 - Annual Art exhibit for families
 - Parent Workshops in Math and Literacy
 - Parent Volunteers (Blessings in a Backpack)
 - Parent Teacher Conferences
 - SLT
 - School wide Newsletter
 - School wide Calendar
 - Open access library for parents and students
 - Parent Workshops related to No Child Left Behind
 - EPIC Workshops
 - P. S. 15 will coordinate and integrate Title I parental involvement strategies the following other programs: Last Friday of the month – L.E.S., Learning Leaders, ESL Club

4. P. S. 15 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy. The annual evaluation review will be conducted through the parent learning survey process each year. For 2010-11 school year, the parent learning survey will be conducted from February through April with results of survey posted at time of yearly Progress Report. Results of the 2009-10 parent learning survey were reviewed to develop part of the CEP action plan. The evaluation included identifying barriers to greater participation of parents with parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school, in collaboration with parents, used the findings of the survey in order to review/ evaluate it's parental involvement policy and activities to design strategies for more effective parental involvement.
 - P. S. 15, with the involvement of parents, will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality by conducting surveys. The survey will be mailed to the parents. The Parent Coordinator and PTA Executive Board will be responsible for conducting the surveys with translations.

5. P. S. 15 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Math and literacy workshops
 - Testing Workshops
 - ESL and Special Education Workshops
 - NCLB Workshop
 - Technology Workshop
 - ARIS training

 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - EPIC Workshops
 - Literacy Nights
 - Math Nights
 - Technology Classes
 - L.E.S. (Learning, Eating, Sharing)

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and usefulness of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Back to School Night
 - Parent Teacher Conferences
 - Annual Reviews
 - School Performances
 - PTA Meetings
 - Coordinating services with neighborhood shelters and CBOs

The PTA room and Parent Coordinator Room #312 and #315 will be used as Parent Resource Centers that encourage and support parents with their children's education, i.e. with resource materials, newspapers, periodicals, and workshops

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Newsletters
 - Calendars
 - Phone Calls
 - Direct Mailing
 - Flyers
 - E-mail (when applicable)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

P. S. 15 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 NYS Standards for ELA, Math, Science, and Social Studies in core curriculum for grades K-5 will provide curriculum mapping by doing so in a supportive and effective learning environment: Everyday Math, balanced literacy through Teachers College in reading and writing, and Math and Literacy Consultants.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
 November, 2010
 March, 2011
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 - Report Cards three times a year
 - Parent/Teacher Conferences
 - Develop and distribute progress reports to families 3 times per year

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
Identified prep times
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
Learning Leaders
Parent Volunteers
L.E.S.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
SLT
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
SLT
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
Title 1 PTA Meeting
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
Title III, Title 1
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed and that I check my child's book bag for any information from the teacher or the school.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.
See needs assessment at the beginning of the document.

2. Schoolwide reform strategies:

- **Increased independent reading time**
- **Increased small group instruction across the content areas**
- **School wide Academic Intervention Service Period at all grade levels**
- **10 week cycles for extended School Day 3-37 1/2 minute periods Tuesday, Wednesday , Thursday mornings for all at-risk students**
- **Integrated ELL services; alignment with NYS standards and curriculum; NYSESLAT assessment aligned with NYS assessments; Running Records. Individualized Education Plans developed for all ELL students and monitored progress**
- **School wide alignment of special needs students with NYS standards and curriculum; SETSS; 12:1:1 self contained, CTT**
- **Continuation of Foundations program K-3**
- **Attendance Initiative: to increase attendance to 91%**

- **Afterschool tutorial clinics**
 - **Everyday Math curriculum: followed sequentially**
 - **Foss Science kits for all grades - Science teacher to integrate/co-teach into classroom to provide hands on inquiry based instruction**
 - **Implement project based Social Studies curriculum for grades 3-5**
 - **School wide-student data management system for analysis and tracking.**
 - **PBIS**
3. Instruction by highly qualified staff.
- **Through the supervision model, formal and informal observations will be provided by the principal**
 - **Daily classroom walk-throughs with immediate feedback**
 - **Teacher demonstrations with the school**
 - **Visitation of off-site classrooms of instruction**
 - **Literacy Coach and Principal to support instruction by highly qualified staff**
 - **Informal Observation Checklist**
 - **Framework for Professional Practices**
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.
Professional Development will support differentiated instruction, literacy and emotional literacy. Specifically:
- **Teachers College – Reading and Writing Workshop**
 - **Ellen Rice – Collaborative Team Teaching Workshops and additional support for Self-Contained 12:1:1 Class**
 - **Carol Teig – Math Instructional support focused on small group instruction, conferring, and data collections methods.**
 - **Network Leader - On-going professional develop on conferring with students**
 - **PBIS/Emotional Literacy**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **Attendance at career fairs**
 - **Thorough review of applicants credentials and experience**
 - **Quality professional development**
 - **Sharing of Inside Schools information about PS 15**
 - **Building school community/collegiality to retain staff**
6. Strategies to increase parental involvement through means such as family literacy services.

- *See parent involvement goal*
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.
 - **Student and parent visitations and tours to PS 15 from neighboring child care providers, organized and scheduled by parent coordinator**
 - **PS 15 Pre-K program for parents regarding transition to kindergarten by social worker**
 - **Scheduled meetings with child care providers to discuss transition to elementary school by parent coordinator and principal**
 - **Review of kindergarten registration process with parents by parent coordinator**
 - **Visitation by principal to early childhood programs to meet with directors, teachers, parents and students**

 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.
 - **School Inquiry team to analyze data of specific students-ELL and Special Needs**
 - **Grade level meetings with literacy coach and Principal to review student work**
 - **Grade level meetings with Principal to review unit math assessments to adapt instruction to meet needs of students**
 - **Built in assessment schedule with time for teachers to review periodic assessment results, and develop differentiated instruction for students**
 - **Review of success of specific programs: Foundations, Achieve 3000, small group instruction**

 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.
 - **K-5th grade extended school day for at risk students, in need of differentiated instruction**
 - **Assessment data will be reviewed and analyzed to assess specific skill area deficits factoring into mastering proficient or advanced levels of academic achievement**
 - **AIS teacher will be assigned to a full time position with identified students in level 1 and 2**
 - **Development of consistent schoolwide grading system K-5**
 - **Action Planning – creating action plans with specific check-in times**

 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.
 - **Coordination with Office of Youth Development, regarding students in temporary housing**
 - **Jewish Board Social Worker 2 days per week.**

- Lower East Side Family Union
 - Family Assessment Program through ACS
 - Home Based Crisis Intervention Program-Bellevue Hospital
 - Precinct 9-Youth services
 - Boys Club
 - Boys and Girls Republic
 - Jacob Riis after school program.
 - Educational Alliance-Head Start Program at PS 15
 - Grand Street Settlement after school and summer programs
 - Support with District 75 including PBIS/emotionally literacy coach and crisis intervention staff
 - Asphalt Green Recess Enhancement Program (REP)
-
- 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 <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			188,933	X	15-20;23-24; 27-28; 38-47
Title I, Part A (ARRA)	Federal	X			37,685	X	15-20;23-24; 27-28; 38-47
Title II, Part A	Federal	X			94,874	X	15-18; 27-28
Title III, Part A	Federal	X			15,000	X	29-37
Title IV	Federal			X	0		
IDEA	Federal			X	0		
Tax Levy	Local	X			1,216,226	x	15-22; 27-28

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: 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 presently 64 students in temporary housing enrolled at PS 15.
2. Please describe the services you are planning to provide to the STH population.
 - Coordination and collaboration with the Office of Students in Temporary Housing, Bo Diaz.
 - Consistent follow up regarding student attendance as described in goal 4, pages 21-22.
 - Dissemination of the residency questionnaire to identify families who may not be living in shelters but are considered to qualify for temporary housing.
 - Assist parents and families for appropriate referrals for health, social, and medical needs through ongoing collaboration with community organizations in an effort help families understand that the school can be a safe-haven for support and assistance
 - Provide necessary school supplies to students including backpacks
 - Supply necessary clothing such as school uniforms, coats, etc.
 - Provide families convenient access to school resources
 - Academic intervention services are provided to help students meet NYS standards
 - Increasing the amount of arts programs students receive to enable them to find new ways to express their emotions
 - Maintaining a safe, nurturing environment that facilitates a seamless integration into the school community.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

School Name:	P.S. 015 Roberto Clemente					
District:	1	DBN:	01M015	School		310100010015

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	17	16	13		90.4	89.6	89.6
Kindergarten	37	40	37				
Grade 1	44	28	34	Student Stability - % of Enrollment:			
Grade 2	32	32	33	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	34	30	29		87.6	80.2	77.7
Grade 4	39	24	29				
Grade 5	49	38	25	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.4	96.5	96.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	28	41
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	252	208	201	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	4	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	10	9	Principal Suspensions	6	2	0
# in Collaborative Team Teaching (CTT) Classes	18	16	21	Superintendent Suspensions	7	0	2
Number all others	23	16	18				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	24	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	5
# receiving ESL services only	50	34	TBD				
# ELLs with IEPs	1	10	TBD	Number of Educational Paraprofessionals	5	3	9

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	47.8	54.2	59.3
				% more than 5 years teaching anywhere	47.8	58.3	59.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	88.0	81.5
American Indian or Alaska Native	0.4	0.5	0.5	% core classes taught by "highly qualified" teachers	96.6	95.2	95.5
Black or African American	29.8	32.2	36.3				
Hispanic or Latino	59.1	56.7	54.7				
Asian or Native Hawaiian/Other Pacific	6.3	7.7	6.5				
White	2.8	2.9	2.0				
Male	59.1	59.6	55.2				
Female	40.9	40.4	44.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	37.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.2	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

**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 2	District 1	School Number 15	School Name Roberto Clemente
Principal Irene Velazquez Sanchez		Assistant Principal	
Coach Laura Salmon		Coach	
Teacher/Subject Area Kimberly Kern/ESL		Guidance Counselor Francis Solis	
Teacher/Subject Area Elayne Block/ SETSS		Parent	
Teacher/Subject Area		Parent Coordinator Mia Murphy	
Related Service Provider Elana Skyer		Other	
Network Leader Dan Feigelson		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	203	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	15.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part I: School ELL Profile

The Roberto Clemente School, PS 15, is located in a high poverty area on Manhattan's Lower East Side. This Pre-K to fifth grade school serves a population of approximately 204 students from culturally diverse backgrounds. According to the latest available ethnic data less than 2% of the students are White; 40% are Black; 50% are Latino; and 8% are in other ethnic categories. The population consists of 55% male and 45% female. P.S. 15 has a high mobility rate. Our student attendance is approximately 91.5%. Approximately 25% percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated Collaborative Team Teaching (CTT) classes, and/or related services such as speech and language, occupational therapy, physical therapy, counseling, and adaptive physical education. Additionally, about 16% of the students are English Language Learners (ELLs) with Spanish as the dominant language. Currently, 22 ELLs speak Spanish, 2 speak Chinese and 6 speak Bengali, and 1 speaks French. A large number (25%) of students come from homes where a language other than English is spoken (Spanish, Chinese, and Bengali) based on Home Language Information Surveys and New York City's Ethnic Census Report. The majority of students are from low-income families. Many reside in two nearby housing projects and approximately 20% resides in temporary housing. 100% of our students receive free breakfast and lunch.

Our English as a Second Language (ESL) teacher is permanently certified in New York City. We have one ESL student who has a one-on-one bilingual paraprofessional according to her IEP. P.S. 15 has a freestanding ESL program. The ESL teacher pushes into 1st-5th grade writing workshops and pulls-out students for small group instruction, working on non-fiction, content-based reading and writing skills.

All classroom teachers are trained to scaffold instruction with their ELLs. We have library, gym, and science cluster teachers. These teachers are trained to use ESL methodologies as well. It was determined that it would be more instructionally sound to group the ELLs in one class on each grade to allow the ELL teacher to follow the push-in model. There are no transitional bilingual or dual language classes. 25 of our students have been receiving ESL instruction for less than three years; while 6 have been in our program 4 to 6 years. Three special education students are among the first group.

P.S. 15 is using a Free-standing ESL program only where students receive instruction in English 99% of the time. The ESL teacher uses Spanish with some low-level ELLs to guide understanding, but generally, native language is reserved for newcomers and beginners to allow them to feel comfortable in a new environment. Books are provided in native languages in the library and in the classrooms for ELLs. Picture dictionaries and dual language dictionaries are also available for ELLs as a reference.

Part II: ELL Identification Process

Ells are identified by the following: First, as every new student enrolls in the public school system for the first time, their parents are required to fill out the Home Language Identification Survey. The HLIS is provided to the parents in their native language and is administered by the ESL teacher. Interpreters are provided to parents who need translation. In addition to the HLIS, the ESL teacher interviews the student and parent to inform their decision. All HLIS are reviewed and signed by the ESL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the LAB-R within the first ten days of attendance. LAB-Rs are hand-scored at the school by the ESL teacher and if the student falls below the cut score of the LAB-R and their home language is Spanish, they are administered the Spanish LAB.

Parents of students who are identified as ELLs receive Entitlement letters in their home language. Parents of ELLs are invited to attend a parent orientation in September. To ensure that parents attend the parent orientation, the parent coordinator reaches out to the parents via phone calls. For parents who did not attend the parent orientation, our parent coordinator reaches out to the parents through phone calls to invite them in for the orientation. At the orientation, parents view a DVD explaining the different programs in their native language along with informational brochures and then we share that PS 15 offers the ESL program. If the parents choose a program that is not offered at the school, we then provide them with a list of schools that offers the program of their choice and inform them that they have the option to transfer to another school with their program of choice. Parents are given the Parent Survey and Program Selection forms in Spanish, Chinese, French or Bengali with translators to help them read and then sign the forms at this meeting. Our parent coordinator as well as translators, our ESL teacher, guidance counselor, social worker, and principal attend this orientation and are available before and after school or via phone to help with questions and concerns our parents may have. Parent Orientations are

ongoing for new admits to the schools.

At the end of the school year, students who are ELLs, as determined by the LAB-R and previous year's NYSESLAT results are administered the NYSESLAT. Students are pulled out of their classes by grade level to take the reading, writing, and listening sections of the test. The speaking section of the exam is given one-on-one by the ESL teacher.

For students who scored at the proficient level based on the NYSESLAT results receive a discontinuation letter informing the parents that they no longer mandated to receive ESL services. The students who fall under the proficient category receive testing modifications and transitional services for two years.

A letter of introduction from the ESL teacher is sent to each parent at the beginning of the school year advising them of their child's status as a "continued entitled" student. Parent Survey and selection forms are read, signed, and dated at the school during the parent orientation or in a separate meeting with the ESL teacher and parent coordinator.

After taking the LAB-R, students are placed in ESL programs based on the cut-scores established by NY State which identifies beginner, intermediate or advanced ELLs until parents selects the instructional program.

Last school year (2009-2010), five out of six parents chose English as a Second Language as their first choice. After viewing the parent orientation DVD, they requested a free standing ESL program for their children, because the parents want their children to learn English and remain at P.S. 15. They also prefer a "neighborhood school." Programs offered at our school are aligned with parent requests. Since numbers are not large enough to create a Bilingual program, one is not offered at P.S. 15. In the event that there are enough parents requesting a specific program, then we will provide that program of choice. In past years, parents have overwhelmingly chosen the free-standing ESL program as well. Parents are made aware of other school sites that offer bilingual programs.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In		1		1	1	1								4
Total	0	1	0	1	1	1	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	3
SIFE	0	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	
TBE										0
Dual Language										0
ESL	25		8	6						31
Total	25	0	8	6	0	0	0	0	0	31

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Dual Language (ELLs/EPs) 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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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	1	2	6	3	3	7								22
Chinese				1		1								2
Russian														0
Bengali		2		3	1									6
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	1	5	6	7	4	8	0	31						

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.

P.S. 15's curriculum follows TCRWP units of study with a word study component using Foundations in K-2 and Words Their Way in grades 3-5. For shared reading K-2 teachers use Big Books and 3-5 teachers use smartboards. Students are dynamically grouped for individual learning needs. Teachers conduct individual conferences as well as guided reading and small group strategy sessions to address both decoding and comprehension learning needs, as indicated by assessment results.

We are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available.

Lower-grade teachers have listening centers and CDs to teach songs and nursery rhymes. Tape players are used in many classrooms to scaffold reading for newcomers and beginners. The ESL teacher records books on tape on each child's level so they can practice sight word recognition and pronunciation. New arrivals are equipped with the Oxford Picture Dictionary for Kids and many books on their individual levels which can be used independently. Achieve 3000 is being used as a reading intervention.

With the newly created computer lab and library, teachers have access to a variety of programs and materials.

P.S. 15 uses a combination of integrated instruction in a push-in/ pull-out model, focused on reading comprehension and writing content and mechanics. The ESL teacher co-teaches with classroom teachers during the writing workshop in classes that have large ELL numbers. The ESL teacher provides extra language support to the ELLs focusing on content vocabulary, writing mechanics and language skills. During small group work or independent work, the ESL teacher works specifically with ELLs and their language skills to provide extra support through small group instruction, conferencing, or guided reading.

P.S. 15 also uses a pull-out program to focus on the specific needs of low performing ELLs. In addition to the ESL push-in model, a newcomer group meets five days a week for 50 minutes which focuses on listening and speaking skills, command words, basic and useful vocabulary, and shared readings. The newcomer group also meets during extended day time. The ESL teacher also meets three other groups five days

a week for 50 minutes that focus on reading skills using shared readings, vocabulary groups, and comprehension skills. The advanced group meets four days a week which focuses on non-fiction reading and writing skills. The ESL teacher provides scaffolding for students to practice expressing themselves in written form. Students who receive ESL push-in and pull-out services in each grade are as follows: kindergarten, 1; first grade, 5; second grade, 6; third grade, 7; fourth grade, 4; and fifth grade, 8 .

The co-teaching (push-in) model is grouped heterogeneously according to each class. Each class has beginners to advanced ELL's. In the pull-out program, students are grouped homogeneously by proficiency level and grade level. There are five pull-out groups. One K-2 beginner/newcomer group, one 1-3 beginner-intermediate group, one 2-3 grade intermediate group, one intermediate-advanced 3-5 grade group, and one advanced 4-5 grade group.

Explicit ESL is direct teacher led instruction where the teacher models and students practice with guidance and feedback and apply this in a new situation. Explicit teaching is related to real life experience. It aims to foster active involvement in learning and independence in writing. It is delivered to the students who are newcomers, long term, special needs, and transitional. Teachers provide opportunities for students to talk as much as possible. Beginners need to talk first to guide their writing. They are asked to elaborate or extend their responses. We provide group work and partnerships to promote more student talk. ELLs are more than passive observers of instruction.

Read-alouds present content information and useful language patterns. The ELL teacher uses these pattern books with beginners to inspire the students to make their own personal books using the patterns. This helps promote confidence because the students are able to read the books and share them with friends and family. Graphic organizers are used to provide a visual summary of the book. The four modalities are taught using a science/social studies theme. Students express their thinking using a minimum of vocabulary and language skills. Vocabulary in context helps to foster oral language development. Oral language development is also extended via choral reading. Word building activities enhance students' pronunciation of English thereby improving their oral competencies. Books with illustrations are used as they support or extend the concepts presented in print. Books in the ELLs native language are sometimes used, as some of our ELLs can read in their first language.

Books are often used to generate discussions and related writing activities as well as for comprehensible input. Shared writing and interactive writing are used as a writing model. We encourage risk taking to push students beyond what is safe. We provide a great deal of stimuli before they write. Teachers with beginning ELLs often use the language experience approach. The teacher writes the students thoughts then has them copy what he/she has elicited. Students can make transition to writing on their own when they are reading, when they gain enough confidence to try, and have learned new vocabulary. Scaffolds can provide form. This allows students to concentrate on content. One example is framed sentences, I like _____. We also stress content more than correctness because emphasis on elimination of mistakes results in the elimination of writing. Conferencing is used for writers when they are in the middle of their work to help with ideas and guide them to the meanings they don't know yet. We show them how to build on what they do know and can do. We also involve prior knowledge in our lessons with these students and promote culturally relevant connections. Teachers build students' self-esteem in all programs as they acquire content knowledge.

To summarize, students are challenged to think critically, solve problems, and are engaged in standards based instruction. Wherever possible, instruction is planned to differentiate according to learning styles and stages of language development. All of these strategies mentioned are designed for all ELLs to acquire academic proficiency in order to meet New York State and Common Core Standards.

Beginner and intermediate level ELL's receive 360 minutes of ESL instruction and advanced level ELL's receive 180 minutes per week as per CR Part 154. Mandates are ensured by a schedule set forth by the ESL coordinator. Each child receives services in either a push-in or pull-out model surrounding language skills and content.

P.S. 15 has no SIFE students at this time, but in the future, if we do, we will adjust our ESL program to accommodate those students with small group instruction including a high level of scaffolding for content information.

Our school has 25 ELLs that have received ESL services for less than three years. These students are at the beginning, intermediate, and advanced proficiency levels. As close as possible, these students receive eight periods of ESL instruction a week. Our literacy coach supports literacy instruction with some of the ELLs. The ELLs are served by a licensed NYC ESL teacher in a push-in/ pull-out program. Classroom teachers allow these students non-verbal ways to demonstrate knowledge and comprehension. Total Physical Response is used in the lower grades as well as puppetry.

The goal for these students is to develop positive cross-cultural attitudes. We use visual aids and hands-on activities to deliver content. To increase their comfort level we use routines as a way to reinforce language so the students know what to expect. We allow these students

to give answers to their classmates in their native language and a buddy translates it for the class. Sheltered Instruction is also used to make content areas more comprehensible to ELLs using strategies such as speaking slowly and clearly, repeating, and avoiding idioms. We encourage the newcomers to participate in small groups as opposed to large ones as a way to build confidence. The mainstream teacher and the ESL teacher collaborate to understand each student's "comfort zone" in using English. We are using the workshop model at P.S. 15 consisting of read-alouds, conferencing, shared, guided, and independent reading and writing.

At our professional development, teachers are informed that research shows that learning a language takes a long time in order to meet the demands of school. Receptive language skills-listening or reading for understanding develops more quickly than productive language skills-speaking and writing. Teachers should not expect ELLs to express themselves fluently in English even when they have reached the point of understanding what they read and hear.

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?

ELLs who are required to take the ELA exams will receive small group instruction to prepare for the test format. Instruction will be driven to encompass reading comprehension skills and writing mechanics, as well as test-taking strategies to prepare students for state exams. A 10-week after school prep program is administered to ELLs and at-risk students for targeted instruction sessions.

Teachers work in inquiry groups based on grade level. Many ELLs are chosen to be involved as a focused intervention. Each grade level picks a different inquiry which may be related to math-based writing, reading, Foundations, or vocabulary skills. Teachers share their inquiries and findings at school wide inquiry group meetings.

Extended Day services are provided 3 times a week as a targeted intervention in literacy or math. It is offered to the most at-risk students across the grade levels, many of whom are ELLs. The program focuses on helping newcomers to work on English reading skills, sight words, and content language. Vocabulary is taught through direct translation. English and Spanish are used to increase vocabulary through direct translation method.

The SETSS teacher delivers academic intervention for mandated and at-risk students. She serves students through a push-in or pull-out method, depending on the student. Mandated students, some of whom are ELLs, receive one period of SETSS per day. The SETSS teacher aligns her program with the individual goals set forth in the IEPs. These interventions include focused work on skills including reading comprehension, decoding, writing, and math skills. Great Leaps and Wilson are used with certain students and during Extended Day.

Several of our students receive counseling from a bi-lingual guidance counselor who supports them with emotional and behavioral problems. Intervention is provided to those at risk of failing. Counseling is provided to both students and family members by a social worker and a school psychologist. We express high expectations for these students.

Speech – Language therapy is an intervention program used at P.S. 15 and citywide. Speech – Language therapy is provided to both ELL students and native English speakers. Most mandated speech students at P.S.15 receive therapy, 2-3 times a week, for 30-minute sessions. Speech – Language therapy targets all modes of communication. Some of the skills addressed in Speech – Language therapy include speaking, articulation, listening, auditory comprehension, interpersonal communication, use of meaningful gestures, reading and writing. Some

ELL students are entitled to Speech - Language therapy in their native language. Mandated language for Speech – Language therapy is always indicated on the student's IEP. As of September 2010, all P.S.15 speech students receive therapy in English. Speech – Language therapy for ELL students tends to vary based on native language proficiency, English proficiency, age/grade level and underlying disability.

We use targeted intervention to meet the needs of transitional students reaching proficiency on the NYSESLAT. Foundations targets students needing decoding skills. Classroom teachers keep portfolios for each student to see growth. Students use personal word dictionaries and the word wall. Students are encouraged to attend after school tutoring in math to enhance and extend math strategies and improve test taking skills. They also continue to receive ELL testing accommodations for two years after reaching proficiency. Native Language resources are available in the classrooms and the ESL teacher continues to work closely with the classroom teachers to monitor progress.

This year, writing is a focus in the ESL program. Upper grade students are required to write an essay for the ELA and the NYSESLAT. We have seen from the NYSESLAT scores that the reading and writing modalities are where our students are not meeting the proficient level. Therefore, increasing reading comprehension, vocabulary and writing skills are the goals of students this year. The ESL teacher will also push-in to 1st-5th grade classrooms during writing to provide scaffolding and one-on-one support for ELLs as they learn to write and expand their writing. Last year, the ESL teacher co-taught with the science department with classes from PS 15 and PS 94/D75. We have discontinued this program to focus on direct instruction of writing. However, ESL units will focus on non-fiction and content vocabulary in the areas of science and social studies.

During 2009-2010 we received Title III monies. We started an after school club for 25 ELLs taught by three P.S. 15 teachers. We met for two hours a week for twenty weeks. We learned about different kinds of games and the appropriate social skills and language to engage in playing games. Students created their own board games and we had a culminating showcase where they displayed their work for their parents. These games taught students the concepts of providing a main theme, an objective to the game, and a “how to play” section to explain the rules of the game. Teamwork, praise vocabulary, reading directions, and cooperation skills were highlighted as main points of instruction. This club included grades 2-5 and focused mainly on oral language skills in a social and informal environment.

This year, Title III will be used to maintain the After School Game Club. More emphasis will be placed on specific language, vocabulary, and writing skills. Through games, students can practice informational writing by explaining rules. Persuasive writing will also be highlighted by scaffolding game “reviews.” Students will have the opportunity to engage in creative and interactive activities, while practicing oral and written language and fluency skills. We plan to have a culminating game tournament this year which will involve the parents and show off the new language skills of the ELLs.

Many enrichment programs are provided by the school or community based organizations. Several after school programs are offered to students of PS 15 including Project Cool (from the Grand Street Settlement Program), Jacob Riis Community Center, and the Boys and Girls Republic. Yeshiva University and NYU send students to work with ELLs and at-risk students one-on-one. Stan Curtis provides a resource, Blessings in a Backpack, to all students every Friday. During the holidays and at the end of the year, students are involved in grade level choruses, which are performed for the parents. We also plan to implement the Chess in the Schools program this year during Extended Day time and in the classrooms.

PS 15 has several enrichment through the arts programs. Arts For All works with K-2 classrooms once a week. A poetry group works with the 4th graders once a week in the spring. Rosie's Broadway Kids works with the 5th graders once a week in the spring. Moody sends volunteers to help in the classrooms on community art projects. The Manhattan New Music Project, funded by CASA, will be working with Project Cool in the after school program this year. The Periwinkle Theater will also be working in the classrooms on a Character/Education/Theater program. The Marc Degarmo Dance Company will be working with classes through a language-based program called Literacy Through Dance. Learning Through an Expanded Arts Program (LEAP), a grades 3-5 program, includes literacy and social studies instruction through visual arts, dance, music, and drama.

We are using many instructional materials to support the learning of our ELLs. Classroom libraries include fiction and non-fiction leveled books. A variety of group sets are available. Native Language materials are provided to students who are literate in their native language. Words Their Way is used as a vocabulary and spelling program. Foundations is used in the lower grades to help with pronunciation and phonics. Achieve 3000 (4-6 years) is used as a reading intervention. TCWRP, FOSS science, and the Everyday Math program are used in all classrooms as standard curriculum.

With the newly created computer lab and library, teachers have access to a variety of programs and materials. The Smartboard Notebook program provides visual aids and interactive learning to ELLs. All grades 2-5 classrooms have Smartboards. Reading A-Z provides teachers resources to find books on the level of each child.

P.S. 15 is using a Free-standing ESL program only where students receive instruction in English 99% of the time. The ESL teacher uses Spanish with some low-level ELLs to guide understanding, but generally, native language is reserved for newcomers and beginners to allow them to feel comfortable in a new environment. Books are provided in native languages in the library and in the classrooms for ELLs. Picture dictionaries and dual language dictionaries are also available for ELLs as a reference.

The current pull-out program is configured so that levels and age groups align as closely as possible. Grade levels are mixed in the various groups. The program is based on units of instruction, whereas, students share the same concepts of information, but the readings and activities are differentiated based on proficiency level and grade level. For example, one intermediate group has 7 students, grades 3-5. When focusing on a reading, the 3rd grade reading may be glossed for easier understanding. Similarly, the writing rubric for assessment is different when comparing across grade levels. For example, with the NYSESLAT, if 3rd-5th graders are given the same writing assignment, 5th graders will be assessed by a higher level rubric than the 3rd graders.

The ESL teacher, if available, or the Parent Coordinator assists newly enrolled students by giving tours of the building and, if possible, introduces the students to their new teacher. Parent meetings are available with the Parent Coordinator to answer any questions the students or parent may have. Once school starts, the ESL students join the newcomer group to learn about the school. Native language resources are distributed to their classrooms and a listening center is put in their classrooms. Curriculum Night, in October, is also a good way for parents and students to sit down with each teacher to discuss programming.

PS 15 is a primary school and therefore does not offer language electives. Students receive library, science, and gym outside of their regular scheduled classroom time. Some mandated ESL students receive Speech-Language Therapy, SETSS, OT, and/or counseling.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The certified ESL teacher meets with classroom teachers at monthly grade level meetings, and also offers Lunch and Learn sessions to share scaffolding techniques that can be used with their ELLs. The staff of PS 15, including the principal, out of classroom teachers, and paraprofessionals, are invited to attend ESL professional development. Information is provided and teachers are encouraged to attend off-site workshops provided by the UFT and organizations such as TC, TESOL and BETAC. Professional development is conducted by the ESL teacher at P.S. 15 on how to provide effective instruction for ELLs, as well as how to differentiate instruction to align with students' prior knowledge, and/or learning and language needs. Students in inclusion classes are assessed using their IEP.

During the Lunch and Learn sessions, strategies and scaffolds are provided to work with ELLs, including ELLs with special needs. Teachers also have the opportunity to review the NYSESLAT to understand what skills will be assessed at the end of the year. Together, teachers gather information from test samples to align instruction based on the required skills for their level. Effective strategies for teaching reading, sequence, main idea, theme, and understanding literary terms in types of writing, will also be discussed in future professional developments. The ESL teacher also attends monthly professional development provided by the ELL Network Instructional Specialist (ELL NSS).

P.S. 15 will continue to host an ELL Network resident who will visit the school to facilitate study groups and provide instructional feedback to

teachers with ELLs. She will be reviewing ELL strategies to help increase academic language and model ways that classroom teachers can break down language so it is more easily accessible to ELLs and other students.

All staff members including the guidance counselors and the parent coordinator attend all professional developments including monthly faculty conferences.

In the fall, ELL parents receive information in their language on choices for Middle Schools in their neighborhood. They are also alerted to Middle School Fairs held in the evenings. Our Spanish speaking Guidance Counselor and Chinese Paraprofessional visit the fifth grade classes, informing students to encourage their parents about the importance of attending the Fairs at various schools. At a specific evening we escort parents from PS 15 to the Middle School Fair. Translators accompany the group. This all happens before applications are due for Middle School Choice.

Each May, students receive a notice of acceptance at one of the schools of their choice. Letters are sent in Chinese and Spanish to parents of our ELL students. At the end of the year, we encourage our students to visit the school they received their acceptance from. Many times the fifth grade teachers arrange a group visit.

In order to fulfill the requirement that special education teachers, general education teachers and special education paraprofessionals receive the 7.5 hours of strategies in teaching ELLs, we will have a school-wide study group. We will read the book *Bringing Words to Life* by Isabel L. Beck. This book will provide strategies for improving vocabulary with children in K-5. It is clear that academic vocabulary plays an important roll in a child's future.

The study group will meet during lunch for 50 minutes beginning December 2010 for a total of 6-8 sessions. In addition to the study group, the ELL NSS also provide individualized support to classroom teachers. At the end of the study group, the team will compile a list of ELL strategies and sample lessons that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. We will share these ideas and model lessons with our colleagues. We will also observe a teacher with his/her students to demonstrate new techniques learned. A combination of the ELL book study and presentations at monthly grade level meetings will achieve the 7.5 hours of the mandated ELL training.

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?

P.S. 15 has a welcoming parent coordinator and PTA room. To improve the home-school connection, it was decided that it would be productive to mail important information to parents in their native language rather than backpacking the information home. In this way, we are sure that parents are aware of what is happening in our school and what their choices are with regard to various programs offered at P.S. 15 and in the community. Parents are encouraged to visit classrooms and share their cultures through songs and food.

PS 15 has about 10 volunteer parents who work with teachers in the classroom, as reading buddies, or help the Parent Coordinator with activities such as Blessings in a Backpack. The PTA currently has about 15 active parents. The school is committed to increasing that number during the 2010-2011 school year.

The Parent Coordinator uses many methods to evaluate the needs of the parents. The school sends home surveys on a variety of topics including domestic violence, homelessness, health, education needs, and job resources. The Parent Coordinator is also always available to assess and support the needs of the parents. Her cell phone number is accessible to all parents 24 hours a day. She accompanies many parents to special services when they request specific help.

Our school partners with many community based organizations to provide services to parents. Parents are referred to services that are assessed by the Parent Coordinator. For crisis situations, the Ryan Nena Health Station offers drug treatment programs, nutrition classes (through the WIC department), and workshops for parents around health issues. Every Parent Influences Children (EPIC) is another resource that teaches parenting workshops based on the idea that love is a powerful vitamin and they discuss the true meaning of love. Learning Leaders, a program by Beth Wells, also has a training for parents to work in the schools.

A community church also provides many services for parents. They provide ESL services and classes, GED referrals, counseling, and free food on Wednesday evenings.

Parents of PS 15 are invited to PS 64 to attend ELL workshops on how to navigate the system. This year, PS 15 will be providing parent technology classes.

Last year we had two successful ESL parent-child gatherings: One was a parent/student dinner celebration to display the board games that the students created in the ESL After-School Game Club. The games were displayed for the parents, food was ordered from the DOE and parents also brought food to share. After dinner, students and parents played games together and we also had a raffle for families to have the opportunity to win games to take home. The second gathering was a day in Central Park with family and parents. The Game Club teachers planned an exciting day full of cooperative games in the park as a culmination to the ESL Game Club.

This year, we plan to continue to have family gatherings and dinners including a Christmas dinner and Family Movie Nights. PS 15 also offers many opportunities to talk with the principal and staff. Once a month, the principal has "Coffee with the Principal" in the mornings before school where parents can come ask questions or raise concerns about the school. Parent orientation is also given to parents of new ELL students so they can understand the process and choose the program that best suits them. PS 15 will also implement a monthly gathering of parents and teachers to share the skills that are being taught in the classrooms.

We distribute information through monthly newsletters and flyers. Translation monies are used to translate flyers into Spanish, Chinese and Bengali. In addition, being able to provide translators benefits the school nurse as well, so she can communicate with the parents regarding medical information.

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)	0	1	3	1	1	1								7
Intermediate(I)		4	1	6	1	2								14
Advanced (A)			2		2	6								10
Total	0	5	6	7	4	9	0	0	0	0	0	0	0	31

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

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Other	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL				
3	Comprehensive English	1	2			3				
4	Math	2	4			6				
	Biology					0				
	Chemistry					0				
	Earth Science					0				
	Living Environment					0				
	Physics					0				
	NYSAA Bilingual Spe Ed					0				
	Geography									
	US History and Government	NYS Math								
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total
Grade	Other	English	NL	English	NL	English	NL	English	NL	
	Other			1		1		1		3
	NYSAA ELA	2	1	1		3				7
	NYSAA Mathematics									0
	NYSAA Social Studies									0
	NYSAA Science									0
	7									0
	8									0
Native Language Tests										
		# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
		Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)	Level 1		Level 2		Level 3		Level 4		
		NL	English	NL	English					
	Chinese Reading Test	1	1		3					
	8									0
	NYSAA Bilingual Spe Ed									0

NYS Social Studies

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Running Records provided by Teachers College Reading and Writing Project (TCRWP) are used to determine independent reading levels based on the Fountas and Pinnell (F&P) classification system. The assessments are administered at least four times during the school term and more frequently as needed. Assessment results include information about reading accuracy, oral reading fluency, and comprehension. Additional assessments administered four times a year are concepts of print, letter identification, high frequency word recognition, and spelling inventory. Students writing development is measured with on-demand assessments.

We reviewed a summary of school-wide Running Records for ELLs. In November, 2009, 12% of ELLs were meeting standards. In March, 2010, 17% of ELLs were meeting standards. In June, 2010, 30% of ELLs were meeting standards. This can be compared to June 2009 data which showed that 22% of ELLs were meeting standards. Over the course of last year, this indicates positive change as a result of rigorous work in Foundations in the lower grades. This data also indicates three main areas of need: vocabulary development, decoding/automaticity, and strategic reading comprehension.

We also reviewed the math and ELA test results for grades three through five. With regard to ELA assessment data, we noticed that the ELL population's performance is comparable to the general population. Out of 9 current students who took it in 2010, six scored a 2, and three students scored below State standards at a 1. They each receive pull-out ESL services. It also shows that we effectively respond to individual needs. Since we are continuing to see more and more non-fiction reading on the ELA and other State tests, the implication for instruction indicates the need for more ESL instruction to be infused into the content area.

The data from the 2010 State Math test shows that ELLs at PS 15 are among the highest performers on the state Math tests. Out of 10 current students who took it in 2010, one scored a 4, four scored a 3, two scored a 2, and two scored below state standards at a 1. The one student who took the exam in his native language scored at a 1. Teachers use the item analysis to see successes and learning needs of individual students to create goals and drive instruction.

The data from the 2010 State Science test showed that ESL students score in the high percentile among their peers at PS 15. Of the 7 current students who took it in 2010, three scored a 3, one scored a 2, and 2 scored below state standards at a 1. The one student who took the exam in his native language scored at a 1.

According to 2010 NYSESLAT data, proficiency levels are varied across grade levels. Every grade, other than Kindergarten, has beginners, intermediate, and advanced ELLs. Advanced students are mainly in 5th grade, Intermediate students are mainly in 3rd grade, and beginners are mostly in 2nd grade. This range in proficiencies across grade levels means that the ESL pull-out program will be grouped by proficiency level first, and grade level second.

Across all grades and proficiency levels, the data patterns reveal that students at P.S.15 score at a much higher proficiency level in the listening and speaking components of the NYSESLAT as compared to the reading and writing components. Only 3 students received a "beginning" score on the speaking/listening section. The beginning students performed higher in listening and speaking than in reading and writing. At the Intermediate level, the students' performance gap between speaking and listening and reading and writing narrowed. At the advanced level, while speaking and listening scores are higher, reading and writing scores are at or slightly below the speaking and listening levels.

The ELL Periodic Assessment is not used at PS 15.

Leadership and teachers are using the results of the ELL and state assessments. All teachers participate in grade level study groups to look at data and assess students. They focus on particular students, many times ELLs, and how they are progressing. School-wide monthly meetings also focus on data and choosing individual students to watch as they progress in certain skills.

It was determined that students need more intensive instruction in writing and reading. We work in small groups so that we can provide more individual instruction and teach our ELLs to read more accurately, build vocabulary, achieve fluency, and strengthen comprehension. Students are reading more high-interest non-fiction books on their independent reading level that are similar to the texts found on the ELA interim assessment. ELL students are given daily writing practice to increase writing proficiency and learning to use phonics. New York University students from the America Reads program work with individual ELLs.

Instruction in the P.S 15 ESL program is provided by a licensed ESL teacher. Instructional strategies include using a thematic or skills based curriculum approach, along with Total Physical Response, paired reading, guided reading, cooperative learning activities, story dramatization, role playing, puppetry, and word work. The workshop reading and writing model is used with necessary scaffolding. Reading in the content area of math, science, and social studies is a strong focus especially in grades three through five. In all grades,

Accountable Talk is utilized to give students more opportunities to speak, thereby increasing their vocabulary. The ESL teacher models academic language and uses various scaffolding strategies so that the students' language proficiency grows more complex. This allows students to gain reading and writing confidence,

We evaluate the success of our ESL program by the yearly NYSESLAT scores as well as individual achievements that are seen in the classrooms. The ESL program can be measured in its four parts. The Extended Day program is monitored by TC assessments and weekly sight word assessments. High scores on these tests shows improvement. The push-in/pull-out program is assessed through the TC reading levels, oral participation, pre and post on-demand writing samples, and unit content and vocabulary assessments. The after school program success is measured by the student participation rate, written and oral presentation of projects, and use of correct vocabulary. The success of parent involvement is measured by parent participation rates, not only on field trips, but in attendance of workshops, meetings, and the ESL after school program.

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.

Part VI: LAP Assurances

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

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

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