



PS 115

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06/ MANHATTAN/ 06M115
ADDRESS: 586 WEST 177 STREET
TELEPHONE: 212-927-9436
FAX: 212-795-4051

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 115M **SCHOOL NAME:** The Alexander Humboldt School

SCHOOL ADDRESS: 586 West 177 Street

SCHOOL TELEPHONE: 212-927-9233 **FAX:** 212-795-4051

SCHOOL CONTACT PERSON: Angela Rodriguez **EMAIL ADDRESS:** Arodriguez12@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sylvia Arroyo

PRINCIPAL: Angela Rodriguez

UFT CHAPTER LEADER: Juan Paredes

PARENTS' ASSOCIATION PRESIDENT: Simona Santos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 601

NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Martha Madera

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
Angela Rodriguez	*Principal or Designee	
Juan Paredes	*UFT Chapter Chairperson or Designee	
Simona Santos	*PA/PTA President or Designated Co-President	
Simona Santos	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	
Rosa Urena	Member/ESL Teacher	
Silvia Arroyo	Member/Bilingual Teacher	
Evelyn Vargas	Member/Teacher	
Jose Garcia	Member/Parent	
Jessica Estrella	Member/Parent	
Ana Martinez	Member/Parent	
Johany Rodriguez	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.

The P.S. 115 Alexander Humboldt School is a Pre- K - 5 Elementary School located in the Washington Heights section of Manhattan in District 6. Our school serves a population of close to 700 students. The school earned a "Proficiency" rating on the 2009-2010 Quality Review (QR) and the most distinctive characteristic of PS 115M noted is the strong school culture which provides an atmosphere of mutual trust and respect.

PS 115 is a nested learning community where all students, faculty, administration and parents work collaboratively and effectively to meet the needs of individual students. All members of the school community play a role in creating an environment that contributes to the growth and social development of all children. The PS 115 community celebrates cultural diversity and aims to foster an atmosphere of tolerance and respect. We strive to implement programs that are language enriched, challenging and prepare our scholars to be literate and bi-literate productive members of society.

We strive to promote high standards, a love of learning and the growth and social development of our children. We treat children as individuals and provide every child with a supportive and appropriately challenging learning environment. Our educational program aims to prepare our children to be productive, literate members of their community and our democratic society. Our Educational Program will:

- Grow independent strategic readers and writers
- Develop critical thinkers
- Foster inquiring minds
- Nurture productive citizens

At PS 115M we continually strive to empower all constituents: staff, students, and parents, in increasing the degree of ownership and accountability in the school, in curriculum development and in extracurricular initiatives. Our focus is to meet the needs of all students and thereby provide all with a supportive and appropriately challenging environment. Our vision is to promote high standards and raise lifelong learners, who strive to reach their maximum potential, to become responsible citizens. Visitors in our school easily observe the sense of pride and the culture of a caring community that is committed to *"Putting Children First"*.

Program choices at PS 115 include classes that are: Monolingual, Dual Language, and one CTT Dual Language. In addition, PS 115 has two full day Pre-K classes, three reduced size classes to meet the specific needs of ELLs and 4 self-contained special education classes serving K-5.

Academic Intervention Services are provided for students in grades 3-5 who performed at levels 1 and 2 on the ELA and Math New York State assessment. During Me Academy, the 50 minute Extended Day Program, KAPLAN is used to tutor all students. This includes Students with Disabilities (SWDs) and English Language Learners (ELLs) in Reading, Writing, and Math. Throughout the current school year, we have implemented an AIS push-in model for the literacy period. AIS reading teachers work with targeted small groups in grades 3-5. The ESL Teacher works with ELL students in monolingual classes in grades 1, 2, and 4 in all content-areas, and shared reading in Kindergarten.

PS 115 has multiple partnerships with community-based organizations to support our students, staff, and families. Approximately 200 students participate in the Children's Arts and Science Workshop (CASW), a program, which runs Monday through Friday from 3:00 – 6:00. It offers drama, art, robotics, Junior Achievement, Scratch in Math and National Aeronautics and Space Agency (NASA). Northern Manhattan Improvement offers a variety of adult courses including parental and community involvement and family literacy. The New York Presbyterian Hospital runs our School-Based Mental Health Clinic which counsels children, and their families. Academia and Learn-it, are Supplementary Educational Services (SES) these providers serve eligible students on site. All these organizations help us to reach our goals of increasing academic achievement, enrichment, and overall growth of the PS 115 community.

A full spectrum of arts education opportunity is available to our students through the Department of Communication and Fine Arts (DCFA). Its staff of professional arts educators specialize in: vocal music, visual art, (traditional and computer-based graphic design), drama, and dance. Due to their integrated approach to the arts, children who participate, experience a deeper experience with each discipline and this motivates parents to become more interested in their children's education. DCFA provides professional development in the "Blue Print for the Arts" (visual arts, dance, drama, and music) for our arts specialists and classroom teachers, aligning the arts with the New York State Learning Standards.

The Parent Teacher Association meets monthly and encourages active participation in the life of the school. Parents volunteer by providing additional security at exits at morning ingress and afternoon dismissal. They monitor students' activities in the lunchroom and school yard, and assist selected teachers in classrooms. At PS 115 we recognize that family and community involvement are a vital part of our students' academic and social success, so we continually strive to increase participation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 115 The Alexander Humboldt School				
District:	06	DBN #:	06M115	School BEDS Code:	310600010115

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0			92.4	93.5			
Kindergarten	94	100							
Grade 1	127	106							
Grade 2	138	109							
Grade 3	131	122							
Grade 4	131	122							
Grade 5	130	110							
Grade 6	123	114							
Grade 7	0	0							
Grade 8	0	0							
Grade 9	0	0							
Grade 10	0	0							
Grade 11	0	0							
Grade 12	0	0							
Ungraded	0	0							
	868	778							
Total	868	778							
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	31	40							
No. in Collaborative Team Teaching (CTT) Classes	8	8		Principal Suspensions	96	50			
Number all others	67	57		Superintendent Suspensions	13	8			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	31	40		CTE Program Participants			
# in Dual Lang. Programs	8	8		Early College HS Participants			
# receiving ESL services only	67	57		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	4		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	67	66	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	20	17	
(As of October 31)	2007-08	3	1	Number of Educational Paraprofessionals			
		67	66				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.0	0.1		Percent more than two years teaching in this school	71.6	83.3	
Black or African American	2.5	2.3		Percent more than five years teaching anywhere	64.2	66.7	
Hispanic or Latino	95.8	96.1		Percent Masters Degree or higher	90.0	88.0	
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.3		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.5	
White	1.4	1.2					
Multi-racial							
Male	50.2	51.94					
Female	49.8	48.1					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	X	✓	✓				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged							
Student groups making AYP in each subject	4	5	5				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2009-2010	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

In October 2010, the New York State Education Department identified PS 115 a Title I school in need of improvement (SINI) in the Restructuring –Comprehensive phase, as required under federal NCLB rules and the State’s new Differentiated Accountability system. PS 115 has thus far, not made adequate yearly progress (AYP) toward meeting the State proficiency level in English Language Arts. It is important to note that although PS 115 did not meet AYP on the New York State School Report Card/AOR for 2009-2010 for all students and all subgroups, it is in Good Standing in both Mathematics and Science. We will continue to pay close attention to English Language Learners (ELLs), students with disability and all subgroups, ensuring that their needs are being met through our ELA initiatives.

In order to identify performance trends as well as strengths and weaknesses we did a complete item analysis of third, fourth, and fifth-grade state tests in ELA and Math. In addition, we analyzed all data both formative and summative to develop a concise picture of each student. All students who didn’t score a level 3 on the New York State ELA or New York State Math Test will receive academic intervention services and after school tutoring. Students with IEP continue to be closely monitored. We identified specific areas where these students need additional support. Curriculum and instruction will be tailored to their specific needs. A major concern is our fourth grade students. Many of them had difficulty writing an extended response. This issue will be the focus of our Inquiry Team for the teachers in grades 3-5. We determined that our students require extended guided practice with this task. In addition, we determined that students often failed to write an organized essay, and they failed to cite evidence from the text in their responses.

A major focus will be to continue to incorporate effective instructional strategies that will meet the needs of our Special Education Students. These students will be carefully monitored, and their progress will be continually analyzed as suggested by our Quality Reviewer. Providing effective assisted learning and small group instruction will ensure continued growth of our special education students. A “push -in” model of support has been implemented in order to support our struggling students including special education students in regular classrooms. Lastly, teachers will identify goals and strategies to provide adequate instruction for all of their students.

We disaggregated and analyzed longitudinal data of Student Performance in the NYS ELA and Math examination in order to identify patterns and trends in performance levels through a period of three years for all students in all grades and subgroups. We disaggregated and analyzed to identify data trends for the same cohort of students across two grades to identify patterns and trends in students progress across all grades and within subgroup.

PS 115M ELA STATE TEST 2007-2010 All Students

Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4		% Change in Levels 3 & 4	Change
				#	%	#	%	#	%	#	%	#	%		
3	2007	137	636.7	38	27.7	53	38.7	45	32.8	1	0.7	46	33.6		
3	2008	121	640.9	18	14.9	58	47.9	45	37.2	0	0.0	45	37.2	3.6	Increase
3	2009	112	647.6	15	13.4	37	33.0	57	50.9	3	2.7	60	53.6	16.4	Increase
3	2010	93			20		51		28		4		32	22.6	Decrease
4	2007	150	628.9	34	22.7	77	51.3	39	26.0	0	0.0	39	26.0		
4	2008	119	639.2	21	17.6	52	43.7	46	38.7	0	0.0	46	38.7	12.7	Increase
4	2009	115	645.6	11	9.6	40	34.8	64	55.7	0	0.0	64	55.7	17	Increase
4	2010	112	647.6	15	28	37	49	57	23	3	0	60	23	32.7	Decrease
5	2007	124	636.0	11	8.9	81	65.3	32	25.8	0	0.0	32	25.8		
5	2008	121	644.5	9	7.4	51	42.1	61	50.4	0	0.0	61	50.4	24.6	Increase
5	2009	107	651.8	1	0.9	47	43.9	59	55.1	0	0.0	59	55.1	4.7	Increase
5	2010	91			34		57		9		0		9	44	Decrease
All Grades	2007	545		88	16.1	296	54.3	160	29.4	1	0.2	161	29.5		
All Grades	2008	476		52	10.9	234	49.2	190	39.9	0	0.0	190	39.9	10.4	
All Grades	2009	443		27	6.1	170	38.4	243	54.9	3	0.7	246	55.5	15.6	Increase
												19		34.5	Decrease

Performance trends of cohort students identified via an analysis of the ELA student performance data over a three years period.

An analysis of the DAA report indicates a positive trend in the progress of all students in grades three through five from 2007-2009. The data for the two years prior to 2010 (before Starting in 2010, NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency) demonstrates an upward trajectory in the percentage of students scoring a level 3. The overall percentages of all students in third, fourth, fifth and sixth grade students scoring a level 3 in the 2008 NYS ELA Test was 39.9%. In 2009 there was a 15.6 increase in students scoring a level three with a result of 55.5% performing at proficiency level for the 2009 NYS ELA Test. Also worth noting is that in 2008-2009, 94% of all students scored a level 2 or above indicating a decrease in the percentage of students performing at a level 1 in ELA. **In the year 2010-2011 since the NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency the school experiences a 34.5% drop in students performing at a level 3 in the NY State ELA.**

STATE TEST 2009-2010 Students with Disability PS 115M ELA

Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4			
					#	%	#	%	#	%	#	%	#	%		
3	2007	SP.ED	18	616.2	11	61.1	6	33.3	1	5.6	0	0.0	1	5.6	-9.9	Decrease
3	2008	SP.ED	10	608.1	5	50.0	4	40.0	1	10.0	0	0.0	1	10.0	4.4	Increase
3	2009	SP.ED	12	613.1	6	50.0	5	41.7	1	8.3	0	0.0	1	8.3	1.7	Decrease
3	2010	SP.ED	18			39		50		6			6	6	2.3	Decrease
4	2007	SP.ED	19	620.5	6	31.6	10	52.6	3	15.8	0	0.0	3	15.8		
4	2008	SP.ED	15	616.6	7	46.7	7	46.7	1	6.7	0	0.0	1	6.7	-9.1	Decrease
4	2009	SP.ED	8	603.9	4	50.0	3	37.5	1	12.5	0	0.0	1	12.5	5.8	Increase
4	2010	SP.ED	14			64		36		0		0	0	0	12.5	Decrease
5	2007	SP.ED	17	604.7	6	35.3	10	58.8	1	5.9	0	0.0	1	5.9		
5	2008	SP.ED	19	635.9	1	5.3	11	57.9	7	36.8	0	0.0	7	36.8	30.9	Increase
5	2009	SP.ED	14	648.4	0	0.0	7	50.0	7	50.0	0	0.0	7	50.0	13.2	Increase
5	2010	SP.ED	3			33		67		0		0	0	50	50	Decrease
All Grades	2007	SP.ED	74		26	35.1	41	55.4	7	9.5	0	0.0	7	9.5		
All Grades	2008	SP.ED	62		14	22.6	37	59.7	11	17.7	0	0.0	11	17.7	8.2	Increase
All Grades	2009	SP.ED	53		10	18.9	26	49.1	17	32.1	0	0.0	17	32.1	14.4	Increase
ALL Grades	2010	SP.ED	35										6	26	26	Decrease

Furthermore, an analysis of the data for our subgroups, indicates an increase in the number of students scoring at levels 3 or above in all subgroups in 2009. **SDW** made a 14.4 % gain in the number of students scoring a 3 in the NYS ELA from 2008 to 2009. There was an

increase in the percentage of students with disability performing at grade level in all grades except grade 3. It is also important to note that 81.2% of students with disability scored a level 2 or greater in 2009. Furthermore, has been a 16.2% decrease of students scoring a level 1 from 2007 to 2009. **In the year 2010-2011 since the NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency the school experiences a 26% drop in students with disability performing at a level 3 in the NY State ELA.**

STATE TEST 2007-2009 English Language Learners

Grade	Year	Category	Number Tested	Mean	Level 1		Level 2		Level 3		Level 4		Levels 3+4		
				Scale	#	%	#	%	#	%	#	%	#	%	
				Score											
3	2007	ELLs	58	622.3	26	44.8	24	41.4	8	13.8	0	0.0	8	13.8	
3	2008	ELLs	60	628.4	17	28.3	32	53.3	11	18.3	0	0.0	11	18.3	Increase
3	2009	ELLs	45	629.2	12	26.7	20	44.4	13	28.9	0	0.0	13	28.9	Increase
4	2007	ELLs	70	611.6	29	41.4	32	45.7	9	12.9	0	0.0	9	12.9	
4	2008	ELLs	53	619.5	21	39.6	25	47.2	7	13.2	0	0.0	7	13.2	Increase
4	2009	ELLs	46	628.2	11	23.9	22	47.8	13	28.3	0	0.0	13	28.3	Increase
5	2007	ELLs	45	616.3	9	20.0	34	75.6	2	4.4	0	0.0	2	4.4	
5	2008	ELLs	40	627.1	9	22.5	20	50.0	11	27.5	0	0.0	11	27.5	Increase
5	2009	ELLs	45	643.8	1	2.2	27	60.0	17	37.8	0	0.0	17	37.8	Increase
6	2007	ELLs	53	624.7	4	7.5	43	81.1	6	11.3	0	0.0	6	11.3	
6	2008	ELLs	37	626.6	4	10.8	31	83.8	2	5.4	0	0.0	2	5.4	Decrease
6	2009	ELLs	32	642.6	0	0.0	22	68.8	10	31.3	0	0.0	10	31.3	Increase
All Grades	2007	ELLs	226		68	30.1	133	58.8	25	11.1	0	0.0	25	11.1	
All Grades	2008	ELLs	190		51	26.8	108	56.8	31	16.3	0	0.0	31	16.3	Increase
All Grades	2009	ELLs	168		24	14.3	91	54.2	53	31.5	0	0.0	53	31.5	Increase

The data analysis demonstrates that percentage of English Language Learners scoring a level 3 has increased over the last three years. The 2009 data ELLs performance data for ELLs shows a 15.2% gain of students scoring a 3 in the NYS ELA from 2008 to 2009. There was an increase in the percentage of ELLs performing at grade level in all grades. It is also important to note that 85.7% of ELLs scored a level 2 or greater in 2009. Furthermore, there has been a 15.8% decrease of students scoring a level 1 from 2007 to 2009. **In the year 2010-**

2011 since the NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency the school experiences a 28% drop in students performing at a level 3 in the NY State ELA.

PS 115M Math STATE TEST 2007-2009 All Students

Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
3	2007	143	663.8	13	9.1	35	24.5	81	56.6	14	9.8	95	66.4
3	2008	124	668.9	6	4.8	12	9.7	100	80.6	6	4.8	106	85.5
3	2009	116	682.0	4	3.4	6	5.2	86	74.1	20	17.2	106	91.4
4	2007	154	652.4	33	21.4	38	24.7	72	46.8	11	7.1	83	53.9
4	2008	125	659.9	11	8.8	33	26.4	75	60.0	6	4.8	81	64.8
4	2009	122	667.0	8	6.6	22	18.0	79	64.8	13	10.7	92	75.4
5	2007	135	653.9	11	8.1	47	34.8	67	49.6	10	7.4	77	57.0
5	2008	127	656.2	12	9.4	37	29.1	72	56.7	6	4.7	78	61.4
5	2009	113	654.0	11	9.7	33	29.2	61	54.0	8	7.1	69	61.1
6	2007	135	661.9	11	8.1	26	19.3	83	61.5	15	11.1	98	72.6
6	2008	121	659.6	7	5.8	33	27.3	70	57.9	11	9.1	81	66.9
6	2009	115	661.0	9	7.8	32	27.8	58	50.4	16	13.9	74	64.3
All Grades	2007	567		68	12.0	146	25.7	303	53.4	50	8.8	353	62.3
All Grades	2008	497		36	7.2	115	23.1	317	63.8	29	5.8	346	69.6
All Grades	2009	466		32	6.9	93	20.0	284	60.9	57	12.2	341	73.2

The 2008 NY State Math Test scores demonstrate that 73.2 % of the students in grades 3-6 met or exceed grade level standards. A comparison of the 2008 and 2009 school - wide data indicates a 6.8% increase of students performing at level 3 or above on the state math exam. PS 115 has met AYP in math for the last three years. The 2008-2009 School Progress Report demonstrates that 62.6% of students made at least one year of progress in mathematics. 71% of students in school's lowest third made a year's of progress in mathematics.

Greatest Accomplishments:

With regard to PS 115's greatest accomplishments, in the Progress Report our school scored a B in the environment section and in the 2009-2010 Quality Review we earned "Proficiency".

During recent years, the staff at 115 has become increasingly aware of the importance of analyzing many data sources, both summative and formative, in order to make better-informed decisions for student instruction. The Principal has targeted the professional development needs of teachers in ELA. The academy structure of our school has provided PS 115 with the ability to focus on professional development for teachers in using data and differentiating instruction, providing intense instructional support to all students, but specifically students most in need, ELLs and SWDs.

The use of assorted data is becoming increasingly transparent throughout the building. More importantly, however, teachers are growing more confident with the use and understanding of formative assessment data. They are becoming more adept at using formative data to identify strength and deficiencies of students in order to develop individual student goals and supplement instruction in their areas of need via small instruction.

The School Leadership Team reviews data as it is made available to determine the school-wide implications of said data and revise the school's CEP accordingly.

All data that is distributed for staff use is reviewed with teachers during one on one meetings and during grade level meetings, between the Principal and Assistant principals, between the Principal, the Assistant principals and individual classroom teachers, and shared at grade level teams. The principal and assistant principals guide the teachers in looking at individual student profiles, highlighting the previous year's scores, ELL status, and attendance records. Additionally, the teacher supplements this information with conference notes and formative assessment results, such as running records in order to have data dialogues about setting goals, identifying potential strategies, seeking supplemental AIS and accessing additional resources for individual students.

One of our greatest strength is the ongoing data-driven dialogue that is occurring throughout the site. We have made a paradigm shift from the traditional mentality focused on year-end testing as a measure of "accountability" to the new perspective of ongoing assessment as a "shared responsibility" that will truly take our academic rigor and achievement to new heights. In essence, teachers have become increasingly interested and committed to ensuring that they understand how to compile and utilize the data to move students in the classroom, research and suggest new resources to the school and contribute to the reshaping of the curriculum and its implementation.

All staff if evaluating evolving State standards to put into place a monitor and adjustment of plans to increase student understanding and performance. This is accomplished through Professional Learning Communities. Custom and differentiated PD

is provided by a TCRW PROJECT Consultant to provide professional learning extensive training in the TC curriculum and plan TC units of study. Administrative support is customized and differentiated based on individual teacher needs and noted patterns and trends of student formative data and noted patterns and trends as a result of observations and walkthroughs. Custom support is provided by the Network Plus Team in CFN 601 on New York State Common Core Standards. Professional development team is responsible for rolling out and disseminating Common Core Standards and support teachers with school professional development program.

Significant aids include:

- Willingness of teachers to learn and support each other contributing to the school-wide professional growth.
- The availability of data at the onset of the school year to inform planning specifically for sub- groups such as ELLs and Special Education where the school continues struggle to meet AYP for ELA.
- PS 115 currently compiles and disseminates data in two forms in an effort to understand student performance: formative assessments and summative student profiles. In September, all teachers are required to administer a baseline ELA formative assessment. *Reading A-Z* in Spanish is administered to assess the students' levels of reading accuracy, fluency and comprehension, as per the Fountas and Pinnell text gradient leveling. Follow up assessments are conducted monthly in order to monitor student progress and determine if additional support is needed beyond regular classroom instruction. K-5 teachers are utilizing Teachers College Reading and Writing Project (TCRWP) to assess students in literacy. Teachers in grades 3-5 reviewed the previous year's year-end assessment in order to determine the students' mastery and retention of specific Math strands. Unit assessments are administered at the conclusion of each math unit for all grades.
- For the content areas, such as Social Studies and Science, data consists of rubric-graded performance tasks and writing assignments that are directly aligned with the respective standards-based, grade-appropriate curriculum. End -of -unit tests are administered to students in order to monitor their progress.
- Site-based software data coupled with the new availability of the ARIS data system will empower the school in a way that supports further student achievement at our school. Such data provides teachers with information about students' strengths and needs. This information is the data upon which teachers implement differentiate instruction.
- P.S. 115 staff engages in a three-tiered approach of Professional Development. There three-tiered approaches consist of school-wide presentation, grade-specific meetings, and individual consultations.
- Professional development focused on improving instruction in the classroom in four specific categories. These consist of critical thinking questioning crafting and delivering higher order critical thinking questions.

Concerns

- The school was identified as SINI in Restructuring Advanced Comprehensive Status. P.S. 115's Comprehensive Educational Plan for 2009-2010 reflects a concerted effort and specific plans to improve academic achievement of all students, with an emphasis on focused interventions for struggling students including English Language Learners (ELLs) and Students With Disabilities (SWDs), who have not met the standards in Reading and Math. ELLs and students with IEPs will be closely monitored. Curriculum and instruction will be tailored to their specific language and academic needs.
- PS 115 faced a period without a Principal during the 2008-2009 school year. Research highlights the importance of ensuring continuity in leadership to support continuous school improvement. To address the academic growth and achievement of all students at PS 115, a new Principal was appointed and assumed leadership as of March 2009.
- In August 2010 the Quality Review (QR) noted the need for teachers to gather data for the purpose of monitoring and tracking student progress. School leaders and faculty have become well versed in collecting data including assessment results and attendance data from various sources. Teachers are developing expertise in analyzing the data to set learning outcomes for all students. Professional development has focused on the use of several data sources to support differentiating instruction and monitoring individual student growth. Running Record and other formative data are used to monitor and modify instruction, three times a year through Fountas & Pinnell and in between by TCRWP. The next step on professional development will focus on personalizing instruction more effectively.
- Based on the list of students eligible to take the LAB-R or NYSESLAT (RLER) there are approximately 40% of the students at PS 115 who have been identified as English Language Learners. Students who are recent arrivals to the country, with limited or no formal education, may lack many of the basic literacy skills needed for successful academic achievement. Their literacy levels in both their native languages (Spanish and to some extent Albanian) and English are not strong, therefore, we have targeted literacy acquisition and vocabulary development as our main focus. We need to narrow the achievement gap between ELLs and English proficient students. We are collecting and analyzing assessment data on a regular basis and incorporating effective research -based instructional strategies to accelerated growth.
- A major concern is the writing competency of our students. Based on an Item analysis of the ELA state examination it has been determined that the majority of our students do not excel at the extended response questions. Our school- wide goal will focus on elevating the quality of writing for all 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.

1. By June 2011, all students in grades 4 and 5 will improve their English writing skills through instruction to responding to text as measured by a 20% increase in levels 3 and 4 on the ELA state assessment. Progress towards meeting the goal will be via the development of common assessment tasks in writing that call for students to respond to literature and questions that promote critical thinking skills.
2. By June 2011, the percentage of ELLs including SWDs will demonstrate 10% increase in the number of students obtaining advanced and proficiency levels on the NYSESLAT as measured by the 2011 NYSESLAT.
3. By June 2011, 100% of classroom teachers will participate in collaborative inquiry using data derived from common writing tasks as measured by a standards based rubric to determine appropriate instructional strategies to propel student progress.
4. By June 2011, there will be a 10% increase in levels 3 and 4 on the NYS Math State Test as measured by the 2011 NYS State Test.
5. By June 2011, the special needs population in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in scores at levels 3 & 4 on the NYS ELA assessment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA General Education/ELLs/
SWDs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all students including ELLs and Students with Special Needs in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 20% increase in scores at levels 3 & 4 on the NYS ELA assessment</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"> • The principal has designated a 90 -minute literacy block incorporating the Readers’ and Writers’ workshop model. An additional 45 -minute period specifically focuses on word work, shared reading and other components of the Balanced Literacy Approach. The Units of Study are from TCRWP. • Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate strategies and skills. • Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons that stimulate and keep students engaged and productive. • Provide academic support through an AIS push-in model targeted at improving students’ achievement. • Establish a literacy block of time with a consistent Readers’ Workshop model for all Dual Language classes using the allocated time of Native Language/English Language instruction: 50/50.

<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"> • Use Title 1 funding to fund an assistant Principal with a strong background in literacy. • Use C4E to reduce class size in grades 2, 3 and 5. • Use funds to establish an after-school academic intervention program to improve the performance of all students on the ELA. • Assign a Supervisor to monitor student needs in the Academy in grades K-2 and another in the grades 3-5 <p>Title 1 funds to the Teachers College Reading and Writing Project and hire consultants to work with our teachers.</p> <p>Title III funds to establish a Saturday academic intervention program to improve ELLs' performance on the ELA.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review results ITA and Predictive assessments as described by ACUITY</p> <ul style="list-style-type: none"> • Analyze and disaggregate 2009- 2010 ELA data to implement small group instruction. • Group students with similar needs and provide guided reading instruction by classroom teachers • Implementation of the Teachers College Reading and Writing Workshop Units of Study • Monthly celebrations of student work and inform parents via oral, written and classroom presentations • Expose student to a variety of literature experiences via daily shared reading instruction • Periodic Running Records to determine student independent and instructional reading levels • Center activities to reinforce literacy concepts two to three times a week • Review of benchmark assessments using TC and Fountas and Pinnell Benchmark Assessment Systems • Review results of teacher made assessments • Review improved quality of student work • Review of written observation notes on students to improve personalize instruction • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of comprehension strategies by students.

Subject/Area (where relevant): SWDs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the special needs population in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in scores at levels 3 & 4 on the NYS ELA assessment.</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"> • The principal has designated a 90 -minute literacy block incorporating the Readers’ and Writers’ workshop model. An additional 45 -minute period specifically focuses on word work, shared reading and other components of the Balanced Literacy Approach. The Units of Study are from TCRWP. • Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate strategies and skills as established by Harvey and Goudovis. The strategies will include the use of Bloom’s Taxonomy six levels of questioning, making inferences, predictions and comparing and contrasting. Theses strategies will be reflected in lesson plans. • Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons that stimulate and keep students engaged and productive. Professional development will be provided on the use of multi-sensory materials, graphic organizers, and manipulatives. • Provide academic support through an AIS push-in model targeted at improving students’ achievement. • Provide professional development by the administration, knowledgeable teachers, network specialist and outside vendors that focus on the needs of the special education. • Provide teachers with the professional literature pertaining to differentiation of instruction theory, instructional practice, student engagement and evaluation. • Provide teachers with in- house professional development in the analysis of predictive assessments, running records, and TCRWP assessments for use in adjusting and modifying lesson planning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Use Title1 allocations to fund an F Status literacy coach position to work with Special Education teachers a minimum of once a week . • Use Title III funds to establish an after- school intervention academic program to improve ELL student performance on the ELA. • Assign an Assistant Principal to focus on the needs of the Special Education student population.

<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"> • Review results of Predictive assessments as described by ACUITY • MONTHLY Review of benchmark assessments using TC and Fountas and Pinnell Benchmark assessment benchmarks • Review results of teacher made assessments • Review and analyze for improved quality of student work • Review of teacher’s conference notes • Review of written observation notes on students • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.
--	--

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): Professional Learning Team

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of classroom teachers will participate in collaborative inquiry using data derived from common writing tasks as measured by a standards based rubric to determine appropriate instructional strategies to propel student progress.</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>To improve teacher strategies and skills in literacy by implementing an effective professional development program and individualized teacher support through our collaboration with Teachers College and our Children First Network. 100% of classroom Teachers will participate in Professional Learning communities.</p> <ul style="list-style-type: none"> • Administer a professional development survey to re-assess teacher needs and interests for further professional development. • The principal, the assistant principal will plan with Teacher’s College to establish a differentiated professional development program focusing on Balanced Literacy and using the structure of the Workshop Model. • Teachers on all grades will have participated in inter-visitation lab-sites to view and discuss best practices in action. • Supervisors will participate in a yearlong study group for administrators with Teachers College. • The Assistant Principal will have participated in a yearlong coaching group provided by Teachers College to implement and support teachers with the Reading and Writing Workshops in grades K to 5. • Teachers will participate in off-site professional development in order to collaborate with grade teams to support our Reading and Writing Workshop initiative. • The Assistant principal will provide professional development and support for our teachers in grades pre-k to 5 in the utilization of Teacher’s College Assessments <p>Learning Walks will be conducted by in-house staff, and will be used as a vehicle for providing feedback to the staff to inform instruction. Our Professional Development Team will familiarize staff with the purpose of the Learning Walk.</p>

	<ul style="list-style-type: none"> • After review and approval of the principal, all grade supervisors will have met their established goals and objectives. • After review and approval by the principal, all grade supervisors will have met with the teachers under their supervision and establish professional <p>Provide time for classroom teachers to meet on a regular basis by scheduling common preps to allot common meeting times for all teachers in a grade to meet for the purpose of inquiry implement protocols for facilitating professional learning communities</p> <ul style="list-style-type: none"> • Teacher training will focus on the balanced literacy component of the Balanced Literacy Approach in order to plan more purposeful and intentional instruction. • Teachers will form an inquiry team, to research the impact on questions that require analysis, synthesis and evaluation of student learning. • Implement norms and protocols for analyzing student work • Develop a unified assessment criteria for students work • Assistant principals will facilitate the inquiry process • Continue the ongoing collaboration with classroom teachers, ESL teachers, special education teachers and academic intervention teachers to increase consistency and uniformity in the use of assessment tools from grade to grade. • Administrators will meet weekly to discuss implications to school wide practice • Teachers will participate in ongoing professional development designed to: <ul style="list-style-type: none"> ❖ Improve lesson planning and lesson plan writing ❖ Continue the development of Units of Study which include academically rigorous E.L.A. activities at Levels 3 and 4. activities to increase the frequency and quality of accountable talk ❖ Continue the implementation of differentiated instruction as a result of careful, on-going data analysis
<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"> • Use Title 1 funding to fund an assistant Principal that has a strong background in literacy. • Use C4E to reduce class size in grades 1, 3 and 5 • Use funds to establish an after-school academic intervention program to improve general education student performance on the ELA. • Assign a Supervisor to monitor student needs in the Academy in grades K-2 and another in the grades 3-5. <p>Principal and assistant principal will work with PLCs to oversee data collection and analysis, the development of common assessment and implementation of selected strategies to address the needs of target population.</p> <p>Title 1 and JIT Grant to fund The Teacher's College Reading and Writing Program and hire</p>

	<p>consultants to work with our teachers as well as to hire substitute teachers to cover classroom teachers attending workshops, lab site and onsite training.</p> <p>.</p>
--	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math General Education/ELLs/SWDs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 10% increase in scores at levels 3 & 4 on the NYS Mathematics assessment.</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"> • Provide professional development for K-5 teachers focused on Mathematics strategies provided by the administration, coaches, teachers and network specialist during grade conferences, faculty conferences and professional development days. • Provide professional development training on the use of technology specific to the needs of the general education student by the software company representative, coach, administration and knowledgeable teachers during grade professional development, faculty conferences and professional development day. • Establish a mathematics block of time with a consistent workshop model. • Provide academic support through an AIS push-in model targeted at improving students' achievement. • Programs to begin in September 2010 and continue until the end of June 2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Use Title 1 funding for a Math Coach. • Use Contract for Excellence (C4E) to reduce class size in grades 2, 3 and 5. • Use Title 1 funds to establish an after-school academic intervention program to improve general education student performance on the NY state Math Test.

	attending workshops, lab site and onsite training. .
--	---

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			N/A	N/A				
1	30		N/A	N/A				
2	20		N/A	N/A				
3	30		N/A	N/A				
4	44							
5	20							
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:	Tier 1 intervention in the classroom with a focus on small group instruction to address Phonemic Awareness, Phonics, Fluency, and Automaticity Program used by classroom teachers and out of class teachers assigned to groups of students Tier II Intervention PUSH IN or PUSH OUT Services Provided by an AIS ELA TEACHER USING FOUNTA AND PINELL Intervention Program
Mathematics:	Tier 1 intervention in the classroom Phonemic Awareness, Phonics, Fluency, and Automaticity Program used by classroom teachers and out of class teachers assigned to groups of students Tier II Intervention PUSH IN or PUSH OUT Services Provided by an AIS MATH TEACHER USING DO the MATH Intervention Program by Marilyn Burns
Science:	Tier 1 intervention in the classroom
Social Studies:	Tier 1 intervention in the classroom
At-risk Services Provided by the Guidance Counselor:	Small groups & 1:1 during the school day and on Saturdays. 1:1 during the school day and on Saturdays. Small Groups & 1:1 during the school day and on Saturdays. Once a week during school hours with individual students & their parents.
At-risk Services Provided by the School Psychologist:	School psychologist attends Instructional Support Team meetings during the school day and confers with AIS providers to provide 1:1 counseling for students with psychological, emotional and social issues
At-risk Services Provided by the Social Worker:	Social Worker attends Instructional Support Team meetings and confers with AIS providers to provide 1:1 support for students and parents
At-risk Health-related Services:	Occupational Therapist provides small group instruction during school day for students with fine motor coordination, eye hand coordination problems, etc. as per indicated on the IEP

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) k-5 _____ Number of Students to be Served: _____ 238 _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____ ESL TEACHER/ELL Compliance Specialist

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.

The Alexander Humboldt School PS 115 has a total of 237 ELLs enrolled in grades K-5. Our goal is to ensure that our ELL population has equal access to quality instructional programs that will prepare them to achieve academic and personal success. The nature of the Title III program allows our bilingual and ESL teachers to provide this specific population with a small group environment in which the affective filter is low, hence its conduciveness for second language acquisition. PS 15 will use the program: Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates and New York Ready Instruction by Curriculum Associates. This program is designed to support English language acquisition for our target population. It has activities that will allow our teachers to use specific teaching strategies to provide our students with additional support on the four language modalities: listening, speaking, reading, and writing. In addition, teachers will use Into English, an ESL content-based instructional program that uses grade-level content as the vehicle for language development. This program comes with a special section for newcomers designed for small group instruction. Content posters, chants, poems and visuals are used to make language comprehensible.

An after school program will service new arrivals to provide support them into transitioning them into the NY Public School and support them in learning English as a Second Language.

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

Professional Development is a key component for academic success. We are committed to provide all our bilingual and ESL teachers with a comprehensive professional development program that will meet each teacher’s individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses.

In light of the high linguistic demands from our English Language Learners, Attanasio & Associates has prepared a complete language instructional program that will help accelerate second language acquisition for our students enrolled in the Title III program. At the core of the overall success of the instructional program to be implemented at P.S. 115M, is the continuous professional development of our pedagogues. Members of Attanasio & Associates will conduct an initial session in which the focus will be the review of the program titled: Getting Ready for the NYSESLAT and Beyond. Teachers will be able to acquire the necessary tools and the confidence to navigate this program. Another component of the Professional Development program is for teachers to periodically reconvene under the guidance of their supervisor and engage in various professional development activities. Topics include but are not limited to the following:

- Compliance Issues for Bilingual Education Programs
- ESL Strategies and Techniques
- Teaching ESL through the Content Areas
- Preparing the Students for the NYSESLAT
- Teaching Writing to ELL Students during the Writers Workshop

These activities will allow our teachers to further develop their skill set as teachers of ELLs. The implementation of the ESL/Bilingual libraries into the language program will be successful with the appropriate scaffolding and activities that will tap into the three moments of reading: before, during and after. In order to address the needs of our instructional staff, a professional development team conducts workshops and provides opportunities to observe model lessons in areas of need. Our ELL specialist along with the Professional Development Instructional Team will facilitate PD in the following areas.

- Study Groups
- Demonstration Lessons
- Inter-class Visitations
- Professional Readings and Viewing of Professional Videos
- Staff development will take place during school hours and will be of no cost to Title III.

Section III. Title III Budget

School: PS115M BEDS Code: _____

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	\$24,876.00	(451.42 hours of per session for 1 ESL and 5 bilingual teachers: 451.42 hours x \$49.89 current teacher per session rate with fringe)) = \$24,876.00
Purchased services - High quality staff and curriculum development contracts.	\$4,146	5sessions for Parent Workshops
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$12,438	((5 class pack of Attanasio NYSESLAT & Beyond– K-5 books + teacher’s manual and 2 Smart-boards) Informational Materials or Parents (Printing Materials) Refreshments for Parents
Educational Software (Object Code 199)		(
Travel		
Other		
TOTAL	41,460	

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.
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.

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.
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.
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>.

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:	749,674	26,090	
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,497	2,609	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,229	*	
4. Enter the anticipated 10% set-aside for Professional Development:	74,967	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student

academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The Alexander Humboldt School PS 115 agrees to implement the following statutory requirements:

· PS 115 will put into operation academic intervention programs, as well as enrichments programs during and after school hours. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I

Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). The programs, activities and procedures will be planned and

operated with meaningful consultation with parents of participating children.

· In carrying out the Title I, Part A Parental involvement requirements, to the extent practicable, The Alexander Humboldt School PS 115 will provide full opportunities for the

participation of parents with Limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and

school reports required under section 111-state Plans of the ESEA/NCLB in an understandable and uniform format and, including alternative formats upon request

and to the practicable, in a language parents understand.

·The Alexander Humboldt School PS 115 will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent.

Part II

Description of how The Alexander Humboldt School PS 115 will implement the required school parental involvement policy components

1. The Alexander Humboldt School PS 115 will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.

The school will support the goals of the Region/District to educate all students effectively; The Alexander Humboldt School PS 115 and the parents will work in partnership and in collaboration as partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school District/Region and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

Actions

The Alexander Humboldt School PS 115 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and school improvement of the ESEA/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey
- Focus Walks, Learning Walks, Curriculum Meetings
- Parents Survey
- Student goals sent home to parents in six week cycles

ELA:

- Family Literacy night
- Workshop on Literacy building
- Parent Workshops to support learning

Mathematics:

- Family math game night
- Workshop on math skill building
- Parent workshops to support learning

ELL:

- Bilingual workshop
- ELL Workshop
- Workshops for Parent of New Arrivals to support learning

Pre-K

- Pre-K Open House
- Pre-K Orientation
- Monthly Pre-K workshops for parents

Academic Intervention Services- School-Wide Program (Title I)

- Pull-outs
- Push-ins
- Reading resources
- Math resources
- After-school programs
- SES Provider
- Extended day program

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.

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.
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.
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.
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.

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
--------------	--	---	--	---

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

	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	✓			749,674	✓	21-30
Title I, Part A (ARRA)	Federal	✓			26,090	✓	21-30
Title II, Part A	Federal						
Title III, Part A	Federal	✓			41,460	✓	
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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;

-
- and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

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. 115 Alexander Humboldt					
District:	6	DBN:	06M115	School		310600010115

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	0	17	28		92.4	93.5	92.7
Kindergarten	100	102	100				
Grade 1	106	114	109	Student Stability - % of Enrollment:			
Grade 2	109	106	123	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	116	100	98		92.6	90.7	93.7
Grade 4	122	118	117				
Grade 5	110	95	99	Poverty Rate - % of Enrollment:			
Grade 6	114	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.1	98.8	99.7
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		3	125	196
Grade 12	0	0	0				
Ungraded	1	2	6	Recent Immigrants - Total Number:			
Total	778	654	680	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	6	3

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	40	36	41	Principal Suspensions	96	50	25
# in Collaborative Team Teaching (CTT) Classes	8	8	5	Superintendent Suspensions	13	8	11
Number all others	57	28	36				

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	193	18	TBD	Number of Teachers	67	66	53
# in Dual Lang. Programs	147	162	TBD	Number of Administrators and Other Professionals	20	17	10
# receiving ESL services only	126	88	TBD				
# ELLs with IEPs	4	42	TBD	Number of Educational Paraprofessionals	3	1	6

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
	1	1	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	71.6	83.3	90.6
				% more than 5 years teaching anywhere	64.2	66.7	88.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	88.0	90.6
American Indian or Alaska Native	0.1	0.2	0.1	% core classes taught by "highly qualified" teachers	100.0	98.5	92.3
Black or African American	2.3	1.4	0.9				
Hispanic or Latino	96.1	97.2	97.9				
Asian or Native Hawaiian/Other Pacific	0.3	0.2	0.0				
White	1.2	1.1	1.0				
Male	51.9	50.9	53.1				
Female	48.1	49.1	46.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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	X	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				P	
Overall Score:	9.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	7.7	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	1.6	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	0						
<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 601	District 06	School Number 115	School Name Alexander Humboldt
Principal Angela Rodriguez		Assistant Principal Miriam Borges	
Coach Genoveva Ashburn		Coach	
Teacher/Subject Area Sylvia Arroyo/Dual Language		Guidance Counselor Amparo Gonzalez	
Teacher/Subject Area Jasmin Martin/ESL Teacher		Parent	
Teacher/Subject Area Rosa Urena/ESL Teacher		Parent Coordinator Margarita Casimiro	
Related Service Provider Loren Cipion		Other	
Network Leader Larry Block		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	4	Number of Certified Bilingual Teachers	18	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	3	Number of Teachers of ELLs without ESL/Bilingual Certification	6

C. School Demographics

Total Number of Students in School	680	Total Number of ELLs	272	ELLs as Share of Total Student Population (%)	40.00%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

ELL Identification Process

1. The pre-registration period is conducted from the last week of January and continues through June, the Pupil Accounting Secretary, Maria Brito, a school Aide, Maria Rodriguez, and the Parent Coordinator, Margarita Casimiro start the registration process by submitting the application packet to parents. Parents fill out and submit the necessary forms; the Home Language Survey is part of this packet. This document needs to be completed and signed by the parent and/or legal guardian. In the event the home language is one other than English an informal interview will be conducted by an available pedagogue. The interview is utilized to determine whether the child is eligible for LAB-R testing. The LAB-R assessment concludes if the pupil is an English language learner. As per the results of the LAB-R, parents will be invited to an orientation workshop. This workshop allocates information that will facilitate parents to choose a language program that best addresses the needs of the child.

The week prior to the beginning of the school year the registration team will start the process of new enrollment. This enrollment takes place Monday through Friday from the hours of 9:00 A.M. -12:00 A.M. The team consist of Administration, Parent Coordinator, Margarita Casimiro, Pupil Accounting Secretary, Maria Brito, a School Aide, Maria Rodriguez, and the ELL Compliance Coordinator, Rosa Urena. Once all the necessary documents and data are collected from parents they are directed to the ELL Compliance Coordinator for an informal interview. After the informal interview parents view an orientation video that provides details about the variety of programs offered in New York City Public School language programs. These consist of Freestanding ESL, Transitional Bilingual Education, and Dual Language.

Once the school year has begun a parent who comes to register their child(ren) will receive an application packet. Once these documents are returned to the school by the parent/guardian, a pedagogue will conduct an informal interview. In the event this interview determines the child is an ELL , the proper personnel will demonstrate the Parent Orientation Video. The video along with the pedagogue will explain the language programs the parents can choose from.

After the student's ELL status is determined he/she is eligible to take the LAB-R exam. The LAB-R assesses the English Language proficiency. Students who score Beginner, Intermediate, or Advanced on the LAB-R are tested annually during the Spring via the NYSESLAT. Students who score at or above proficiency are no longer considered English language learners. These pupils will enter a general education program the following year.

2. ELL Compliance Coordinator/ESL Teacher, Ms. Rosa Urena and the Administration will hold orientations and workshops to inform parents of the various bilingual programs available in the school. The parents are presented with a Parent Orientation Video that elaborates the options they have throughout the NYC Department of Education System upon registration. Other workshops will be held to educate parents on New York State standards and upcoming assessments.

3. The school ensures that entitlement letters, HLIS, and program selection forms are distributed and returned via telephone calls to students' home made by the Pupil Accounting Secretary, Parent Coordinator, School Aide, and/or ELL Compliance Coordinator/ESL teacher.

4. After determining if a child is an English language learner, personnel will show a video and explain programs and choices to parents/guardians. Once these procedures are completed the adequate staff will determine if a child is an ELL. In the event the child is identified as an ELL he/she will take the LAB-R exam. The LAB-R will assess the child's English proficiency. Students who score Beginner, Intermediate, or Advanced on the LAB-R are tested annually during the Spring on the NYSESLAT. Students who score at or above proficiency are no longer considered ELLs. These students will enter the general education program the following year.

5. As in the past, parents continue to select Dual Language as their program of choice. Many have expressed how valuable it is for their children to continue to learn in their native language and also acquire the English language concurrently throughout the year. Data indicates that out of 51 parent choice letters 26 parents selected a Dual Language program for their child that is 51% of the newly admitted students; 15 parents selected a Transitional Bilingual program for their child, roughly 29%, 10 selected an ESL program for their child, roughly 20%.

6. Generally, the program models currently available at P.S.115 match the requests parents have made. A small percentage of parents have requested Transitional Bilingual in the general education program. Therefore, a Transitional Bilingual class was opened for kindergarten students. Nevertheless, parents have been informed of their option to transfer to other schools in the event they feel their child's educational needs are not being met.

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>	1													1
Dual Language <small>(50%:50%)</small>	1	1	1	1	2	1								7
Freestanding ESL														
Self-Contained	0	1	1	1	0	1								4
Push-In	8	8	8	0	8	0								32
Total	10	10	10	2	10	2	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	272	Newcomers (ELLs receiving service 0-3 years)	207	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	2

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	37	0	15	5	0	5	1	0	1	43
Dual Language	106	0	0	33	0	4	0	0	0	139
ESL	67	0	2	22	0	0	1	0	0	90
Total	210	0	17	60	0	9	2	0	1	272

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	26													26

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
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	26	0	26											

**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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	12	11	15	9	22	7	20	8	41	9	29								139	44
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other English		2																	0	2
TOTAL	12	13	15	9	22	7	20	8	41	9	29	0	139	46						

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>188</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	24	19	19	12	10								90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1	1								2
Other														0
TOTAL	6	24	19	19	13	11	0	92						

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.

Programming and Scheduling Information

1. P.S.115M is a K-5 grade elementary school with monolingual, Transitional Bilingual classes, and Dual Language classes which are divided into three distinct academies: The First Steps Academy (PreK-1); The Rising Stars Academy (2-3); The Communication Arts Talent School, or CATS, (4-5). Students are heterogeneously grouped with the average class size in fourth through fifth grades is 30. This year is

our seventh year implementing the New Continuum, we have a fourth grade Collaborative Team Teaching (CTT) Dual Language class. In addition, we have one dual language class on each grade K-5. In Dual Language classes students fluctuate instruction from one day in English and the next day in Spanish.

2. In collaboration with the school administration, teachers review NYSESLAT and LAB-R data for students in each class to ensure that the language of instruction is properly distributed within the daily instructional program. Resources and materials are also provided to classrooms of ELL's to ensure that native language support is available for students and instruction in both bilingual and monolingual classes. In particular, ESL instruction is currently provided in a push-in model to ensure that all ELL students are provided with an adequate number of minutes per week.

The Transitional Bilingual (TBE) classrooms consist of the following: two (2) self contained 12:1:1 grades K-2 and 3-5. Each of these classes consist of one to two dual licensed teachers (bilingual and special education), our self contained classes also employ 1-2 bilingual paraprofessionals. Instruction in each of these classes is greatly dependent upon language and academic proficiency of each student. Currently, each class conducts Language Arts instruction in English, summarizing in Spanish. Materials and conferring, as well as small group instruction (or strategy lessons) may be provided in either English or Spanish depending on the needs and strengths of the group of students. Math instruction for each of these classes is provided in Spanish with English summaries and resources. The language of other content area instruction varies depending upon the NYSESLAT and LAB-R scores in the classroom. However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing.

Our Dual Language classrooms consist of the following model: Dual language classes in grades K-5 consist of self-contained classes equipped with one Bilingual Licensed teacher who provides instruction in all content areas in English one day and Spanish the next. In addition, there is one Collaborative Team Teaching class in grade 4.

To meet the needs of students and parent requests 4 self-contained ESL classes are in effect. ELLs students in grades K, 1, 2, 4 participate in a push-in ESL instructional program. Instruction is provided by one ESL instructor. Ms. Ureña, the ESL teacher uses an array of strategies in her instruction to ensure that all students' needs are met. She works in collaboration with teachers often time to plan objectives, activities, and overall outcomes. Writing and reading comprehension skills are usually enforced during this time. The data from both NYSESLAT and ELA shows that our ELL students struggles with reading comprehension, vocabulary, and writing.

3. Currently, each class conducts Language Arts instruction in English, summarizing in Spanish. Materials and conferring, as well as small group instruction (or strategy lessons) may be provided in either English or Spanish depending on the needs and strengths of the group of students. Math instruction for each of these classes is provided in Spanish with English summaries and resources. The language of other content area instruction varies depending upon the NYSESLAT and LAB-R scores in the classroom. The classroom teachers will provide students with regular instruction as per Part 154 Regulations (360-180 minutes of ESL per week and minimum of 90-45 minutes daily of NLA instruction). However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing.

4. a. The school doesn't have any SIFE students. Therefore, we don't have any program in placed.

b. New Comers that have been in USA schools system for less than 3 years will be identified by the Bilingual AP by class and grade. Upon registration students in grades 3-5 will be enrolled in the Extended Day Program. At the end of the year, students who fall in this category will be strongly encouraged (parents informed) to attend the District Summer Enrichment Program. During the regular school day and the Extended Day, the ESL teacher as well as classroom teachers address the needs of students who will take the ELA standardized test as per the NCLB. In addition, the teacher will seek, as needed, the assistance of the appropriate instructional team (IST) so as to better identify at-risk bilingual SETTS or AIS.

c. Students receiving service for 4-6 years will follow the protocol described below:

Students will participate in the extended day program. The official teacher of the student is required to provide instruction as per Part 154 Regulations (360-180 minutes of ESL per week and 90-45 minutes of daily NL, if applicable). In the event that more support is needed, students will attend the District Summer Enrichment Program. Promotion will be assessed with a possible extension of services. The students' progress in language acquisition and content area achievement will be reviewed via teacher conversations, portfolio reviews and assessments by the AP throughout the school year.

d. Students having completed 6 years of service will follow the protocol described below:

The Assistant Principal and/or ESL teacher will identify the student by grade and class. Meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. Public or private meetings will be held with the concern parents. The AP will immediately assign grade appropriate AIS for the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations.

e. Students identified as having special needs will follow the protocol described below:

The Special Education AP will identify them on the Projective Register Report (PRR) as soon as possible. Hold a series of informational Public Parent Meetings with the Administration, Parent Coordinator and the ELL Compliance Coordinator, during which Curriculum & Instruction and NYS Assessment will be the central topics. Via conversation with the respective teachers, monitor the progress of said ELLs throughout the school year. The official teacher of this population of students within each class will provide the students with regular instruction as per Part 154 Regulations (360-180 minutes of ESL per week and a minimum of 45 minutes of daily NL instruction where

applicable). The February, mid-year Learning Progress Report (LPR) will be completed for each student. He or she can also seek to have the students reviewed by the School Based Support Team (SBST) in the event that a type III is done, then the new IEP will be adhered to. Promotion will be determined by the teacher in her year-end LPR. Students with less than two year will be promoted to the next grade, regardless of NYS Assessment results. However, students will be strongly encouraged to attend summer school for enrichment.

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?

5. Academic Intervention Services are provided to meet the needs of all students who need assistance to meet the State Standards in ELA, Mathematics, Social Studies and Science. Intensive guidance and support services are provided to assist students who are experiencing affective domain issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary, based on the individual needs of students. All Grade 3-5 ELL students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services in English. The school will be implementing the following Academic Intervention Services for the school year 2010-2011. Words Their Way - Grades K-3; Kaplan Advantage - Grades 3-5; Kaplan Science - Grade 4; A.I.S. Push-in/Pull out Reading & Math Services - grades 2-5; Children Arts and Science Workshops (CASW) - GRADES K-5; Saturday Academic/Enrichment Academy - Grades 3-5; ELL Enrichment Summer Academy.

6. The school plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is as follows:
The Bilingual AP and the ESL Teacher will identify the students who are not reaching proficiency of informational meetings with the parents informing them of the curriculum and standards for ELLs. Using previous NYSESLAT results, the Administration and the teachers of said students will assess and gauge the transition into monolingual classes. When needed, provide supplemental push-in support services through the assistance of free-standing ESL teacher or AIS provider.

7. During the 2010-2011, we will implement a new literacy program. We will be using Teachers College (TC) for reading and writing. Lessons and teaching points will be developed to meet the needs of the ELLs. Lessons will be modeled by a professional developer from TC. Teachers will do intervisitations to gain insight and be able to defferiate in their classroom. Units of studies for reading and writing will be given to every teacher. Another initiative in the school is the use of Shared Reading. Shared is utilized to increase fluency, rigor and to develop higher-order thinking skills. We will continue the use of several programs and resources we have applied in the past such as the following to work specifically and primarily with our ELL population. Journeys - Content area support for ELLs; Reader's Theater - for language development through the content area; and Step up to Writing.

8. The school discontinued Imagine Learning, a computer program for ELLs. The reason the school discontinued the program was because of lots of technical difficulty.

9. All ELLs are provided the opportunity to participate in all programs available at PS 115. The after school literacy programs are offered to students as follows: Learn It is offered to students in all grades K-5 from Tuesday through Thursday from 2:20- 5:30. Children Arts and Science Workshops (CASW) is offered to students in grades K-5 Monday through Friday 2:20-5:30. Teachers work with students in small group settings, using an interactive model, and share literacy specific skill purposes. All participating students in grade K-5, including English Language Learners and Special Education students, are grouped based on assessed needs for additional instruction to improve literacy and mathematics.

A Saturday Academic Enrichment Acedemy will enable students to enhance, enrich, and extend literacy skills acquired during the daily and after school programs as well as to acquire English in a fun way. During the Saturday Academic Enrichment Academy, students will develop instructional program. Students acquire more literacy strategies, the text materials will become increasingly more difficult. In the same

token, English Language Learners students will be enrolled in Reader's Theater, a natural and fun way of connecting all the areas of the curriculum while learning English. Throughout this program English Language Learners will have the opportunity to acquire the English necessary to succeed in social and academic settings.

10. During the year 2010-2011, the school will be implementing Teachers College literacy program. Teachers will develop teaching points to meet the specific needs of our ELLs and special needs students.

Math is taught using Everyday Math (K-5) both books are available to students in English or Spanish, depending on the language of instruction within a given classroom. Everyday Math includes a section labeled "differentiation Options" which in turn includes Readiness, Enrichment, Extra Practice, and ELL Support.

ESL is taught in all bilingual settings through the content area. In grades 3-5, Social Studies is taught utilizing the textbook "Social Studies New York City" by Houghton Mifflin Harcourt. Books are available in both English and Spanish. However, different resources and materials may include, but are not limited to books, periodicals, encyclopedias, notes, and/or action research. No textbook has been assigned to grades K-2. In grades K-2, Social Studies is taught through the means of investigation and research, utilizing assorted resources in English or Spanish, including the Internet.

Science is done through hands-on experiences. Delta Science kits, aligned with a Curriculum Map established by the NYC Department of Education, are used in all grades (K-5). In addition, all students grades K-5 are equipped with a science text book in both English and Spanish (if needed). The Journey program for ELLs may be utilized by teachers through out the day to reinforce skills.

Most classrooms with ELL students have listening centers equipped with books, tapes, or CD's that support language development and content area instruction. Some books are available in the classroom. A listening library is established in the Teacher's Resource room so that teachers of all grade levels can access the materials school wide.

Technology is infused into all curricular areas through the use of in-classroom computers, a self-contained Technology enrichment lab, one mobile lap-top cart on each floor, two academic interventions Lexia for grades K-1 and Earobics lab for grade 1 students, and a Library Media Center. Students have ample opportunities to use technology to demonstrate and support their learning. We will continue to implement the use of smart boards for all 3-5 grade classrooms, monolingual and bilingual. Lower grade teachers have access to 1 smart board for the grade. The smart boards will eventually be used in every grade to promote and foster student engagement and language development.

11. Each Bilingual (Dual and Transitional) classroom is provided with instructional materials in both English and Spanish when available. Libraries are established in both languages by the bilingual classroom teacher. Teachers in transitional classrooms are encouraged to provide students the resources in both languages during instruction when possible so that students may become accustomed to using the resources appropriately, effectively, and efficiently. For ELLs in the monolingual classrooms teachers are provided with library books, resources, and materials in the native language if and when available. In addition, a lending library has been established in the Teacher's Resource room. Leveled books are available for all teachers in English and Spanish.

12. All services support, and resources correspond to the ages and grade levels of all ELL students. Instruction, however, is differentiated based on the needs of the individual student.

13. Currently a program has not been established at our site to orient newly arrived ELLs prior to the start of the school year.

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)?

Schools with Dual Language Programs

1. English and Spanish are the targeted languages in all our Dual Language classrooms. The language of instruction is split 50-50. For example, teachers instruct all content areas in English on one day and then in Spanish the next. Final products and assessments are assigned and/or administered within the 50-50 model as well.
2. The instructional day as well as the content areas are integrated following the 50-50 model.
3. As mentioned above students are instructed in English one day and Spanish the next. Final products and assessments are assigned and/or administered within the 50-50 model.
4. PS 115 has 1 dual language class on each grade except fourth grade where we have two DL classes. One class is designated as CTT. Instruction is provided one day in English and the next day in Spanish.
5. Emergent literacy is taught in both languages. Our school is comprised of a K-5 two-way Dual Language program to promote bilingualism. Each class contains students who are native English speakers with native Spanish speakers. It is expected that all students in the Dual

Language program will develop their second language skills while learning both languages and content knowledge in English and Spanish. Our organizational design is the 50-50 Model in which the amount of instructional time is equally divided between the two languages at all grade levels. This Dual Language model is being delivered via a self-contained approach. In grades K-5 the language of instruction will change every other day.

As mentioned above our school follows the two-way Dual Language program where students are instructed one day in English and Spanish the next. Literacy is taught one day in English and one day in Spanish. The same applies for all other content areas. Final products and assessments are assigned and/or administered in both languages.

Emergent literacy is taught simultaneously. Teachers utilize Teacher's College Curriculum to instruct students in English. Currently, Spanish instruction is taught following a teachers translated version of the Teacher's College Curriculum. However, starting February 2011, K-2 teachers will employ Estrellita Reading program an accelerated Spanish program to teach Spanish literacy.

Our school has planned a series of workshop to meet the 7.5 hours of ELL training for all staff. The ELL Coordinator in collaboration with the Instructional Team will present workshops on the following topics:

- v Balanced Literacy for ELLs
- v Guided Reading for ELLs
- v Differentiated Strategies
- v ESL Strategies

Attendance will be taken at every meeting and maintained as record.

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.

Professional Development and Support for School Staff

1. Professional development is coordinated by the Principal, the Assistant Principals, and Instructional Team working together to combine ideas on effective planning for teachers and on different ways to assess learning. The administration meets once a week to reflect and refine school-based practices and up-date the professional development plans. Moreover, the team strives to provide a three-tier approach to staff development which includes school-wide, grade-mastery of their knowledge based in the areas of literacy, mathematics, social studies and science while concurrently expanding their schema of effective practices in the delivery of instruction. The team continues to develop Action Plans in accordance with the needs revealed by the data to determine how to further support staff and students for the upcoming year. Professional development will continue to take place during Monthly Faculty Conferences and Monthly Team Planning Sessions with the Principal as well as in the classrooms. Every week one of the Extended Day time is used for Professional Learning Community (PLC). In addition, the following are also in place: Grade Team Planning, Learning Walks, the Language Allocation Policy Committee, the Instructional Team and formal and informal observations.

2. Our 5th grade "senior" group is supported by the Assistant Principal of that grade Marytery Caceres, the guidance department, and the ESL teacher, Ms. Urena. Meetings are held for all various middle schools. Middle schools in the area provide informational meetings to parents of children in grade 5.

3. Bilingual and ESL teachers participate in various workshops provided by the Leadership Learning Support and QTEL. Each workshop is turn keyed to staff via Monthly faculty conferences, common preps and after school.

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?

Parental Involvement

1. At P.S. 115 we recognize that families and other community members are a vital part of all students' academic and social success, and we consider family involvement an essential ingredient for a successful educational program. However, currently we have a small percentage of parents actively involved. We continue to make every effort to encourage our parents to be active participants in the learning process of their children's education. The Parent Coordinator in conjunction with the PTA President, will present a series of workshops throughout the year in an effort to instill adequate communication between parents, teachers and administration. We expect these series of workshop to develop a stronger sense of community in the school. The following workshops will be presented to parents: How to help your children with reading; Learning Leader (workshop to attract parents as volunteer); questions parents should ask teachers on Parents Teacher Conference; workshop on how to help your children; questions about middle school, and workshop on how to use ARIS. In addition, there will be other venues to attract parents such as inform parents about network meetings through flyers, e-mail and phone calls. Also open a "Telephone Tree" select a parent from each class in charge of calling other parents to inform them about important topics or activities taking place in the school.
2. P.S. 115 collaborates with several community-based organizations , including New York-Presbyterian Medical Center, Northern Manhattan Improvement Corporation, Communication, Arts and Science Workshops. These agencies provide an ongoing parent outreach by providing workshops on family issues such as domestic violence, communicable diseases, asthma, etc. They also provide counseling, as well as make referrals to other local support agencies. These organizations are a vital component of the Academic Intervention Services to foster high self esteem and academic achievement and address the needs of the whole child.
3. During the planning stage of the 2010-2011 school year, the school's Parent Environmental Survey was carefully evaluated by several members of the School Leadership Team. They identified various areas in which parents expressed concerns and the team determined that parents needed to be made more aware of certain policies and procedures in our community. In addition, other areas are being addressed through workshops planned and organized by the schools PTA and Parent Coordinator. Another survey will go out to all parents in January that will be evaluated and used to plan additional workshops and events for parents in our school.
4. P.S. 115 recognizes that in order to meet the diverse needs of our students and families in this community, the role of the school has to expand beyond traditional definitions of teaching and education. The M.O.R.E. Program, based in New York-Prebysterian Medical Center provides ongoing psychiatric assessment and refers our students to outside agencies as needed. This program also provides early intervention with our Instructional Support Team in order to reduce the quantity of special education referrals.

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)	35	29	8	9	9	9								99
Intermediate(I)	1	7	16	23	17	12								76
Advanced (A)	6	0	11	8	20	16								61
Total	42	36	35	40	46	37	0	0	0	0	0	0	0	236

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		7	4	3	7	6							
	I		12	6	3	7	4							
	A		15	16	13	22	16							
	P		3	10	21	11	12							

READING/ WRITING	B		30	9	9	9	8							
	I		8	16	24	18	15							
	A		0	11	8	17	16							
	P		0	7	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	19	1	0	35
4	19	20	2	0	41
5	21	21	1	0	43
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	8	19	4	5	1	1	0	44
4	6	7	22	4	7	1	0	0	47
5	6	5	22	4	7	6	0	0	50
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	2	14	6	14	4	4	0	47
8									0
NYSAA Bilingual Spe Ed	1								1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Assessment Analysis

1. P.S. 115 will take a continuous improvement, data-driven approach to improve student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. Outgoing assessment will be both formal and informal. To meet and exceed State Performance standards, students grades 3-5 will complete benchmark assessments in reading and mathematics. Results generated from these assessments, will help teachers focus on specific students' areas in need of extra instructional support and to make instructional decisions. Other assessments will also be used to assess instruction including, running records, ELL Interim Assessment in English and Spanish and NYSESLAT will continue to be used to assess ELL students in bilingual classes. For our grades K-3 students will be assessed using Spanish Running Records. Spanish Running Record will help teachers make appropriate decisions as they select reading materials for students, throughout all the grades to continue to monitor and assess student's growth and progress in writing. In addition, Professional Learning Community (PLC) have been established throughout all the grades to continue to monitor and assess students' growth and progress in writing. Teachers use student work to determine specific needs and they will support each other in identifying instructional strategies that will promote student progress for all children.

After a review of the spring 2010 NYSESLAT and fall 2010 LAB-R scores, we find that the following patterns are revealed:

2. In dual language programs established in K, the majority of students achieved a Beginner level; in grade 1, the majority of students achieved a Beginner level; in grade 2, the majority of students achieved Advanced; in grade 3, the majority of students achieved an Intermediate level; in grade 4, the majority of students achieved equally at an Intermediate and advanced level; in grade 5, the majority of students achieved advanced.

Students in Transitional Bilingual program in grade K, achieved at a Beginner level; students in grades 1-5 scored at an Intermediate level.

In Self-Contained and Freestanding ESL program, students have scored Intermediate.

After analyzing the NYSESLAT data, students in the Dual Language program indicate a greater growth than students in Transitional Bilingual and ESL.

3. The NYSESLAT data clearly shows that our primary focus for instruction of ELL's must be in the area of reading and writing 97% of all students administered the NYSESLAT did not reach proficiency. A combined total of 65% scored Advanced or Intermediate which tells us that students need to further develop language skills, enrich their vocabulary, and enhance background knowledge to scaffold the instruction they are currently receiving. PLC will continue to evaluate student's work and determine specific instructional strategies that will focus on and support student's language development such as shared reading and writing, visual supports in anchor charts, and word walls. Funds will be utilized to enhance classroom libraries and centers to ensure that there are resources and materials available that further support language development.

4a. Based on the data from both the New York State Math exam and the New York State Science exam, English Language Learners taking the exam in English fare better as compared to our ELLs taking the exam in their native language. Even though, our students are proficient in their native language, when it comes to take the test more students prefer to take it in English. On the New York State Mathematics exam 14% of ELL students who took the exam in English scored between a level 3 or 4, only 6% of ELLs who took the exam in the native language scored a level 3 or 4. On the New York Science exam 38% of ELL students who took the exam in English scored between a level 3 or 4, and 9% of ELLs who took the exam in the native language scored a level 3 or 4.

4b-c. The ELL Periodic Assessment was administered this year (2010), however we don't have any results yet. Nevertheless, when the ELL Periodic Assessment result becomes available, it will be utilized by teachers as a means of helping students focus on the areas of need and gear them towards instructional decisions.

5a. Currently teachers use student work, class tests, and Spanish Running Records to assess English Proficient students in the acquisition of the second language.

- b. Based on the collection of the Spanish Running Records of all EP students in grades K-5 only 11% of our students are reading on grade level in Spanish.
- c. Of the thirteen EP students in last year grades 3 and 4 Dual Language classes 31% met or exceeded the standard on the NYS ELA. 54% were approaching and 15% were below the standard. In the NYS Mathematics exam 62% of our EP in the Dual Language classrooms met or exceeded the standards and 23% were approaching the standards, and 15% of our EP students fell below. According to this report, the majority of EP students in the area of ELA are approaching grade level while in the area of Mathematics they are exceeding the standards.
- 6. The success of our programs are measured via formative and summative assessments as well as parents and teachers feedback. When analyzing data we measure the amount of progress made by our ELLs overall compared to our non-ELLs overall compared to our non-ELLs

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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