



**P.S.15 QUEENS
THE JACKIE ROBINSON SCHOOL**

**2010- 2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 29Q015 – NOVEMBER 2010 – DRAFT
ADDRESS: 121-15 LUCAS STREET
SPRINGFIELD GARDENS, NY 11413
TELEPHONE: 718-525-1670
FAX: 718-723-7613**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS15 **SCHOOL NAME:** The Jackie Robinson School

SCHOOL ADDRESS: 121-15 Lucas Street; Springfield Gardens, NY 11413

SCHOOL TELEPHONE: 718-525-1670 **FAX:** 718-723-7613

SCHOOL CONTACT PERSON: Antonio K'Tori **EMAIL ADDRESS:** aktori@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Dr. Antonio K'Tori

UFT CHAPTER LEADER: Ms. Charlene Narcisse-Griffin

PARENTS' ASSOCIATION PRESIDENT: Mr. Ahmed Drake

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** Replications

NETWORK LEADER: Mr. John Sullivan

SUPERINTENDENT: Dr. Lenon Murray

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/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
Dr. Antonio K’Tori	*Principal or Designee	
Ms. Charlene Narcisse-Griffin	*UFT Chapter Chairperson or Designee	
Mr. Ahmed Drake	*PA/PTA President or Designated Co-President	
Ms. Rhodes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Verstine Thomas	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Ms. Eva Holmes LeGrier	Member/Teacher	
Ms. Leanne Gorman	Member/Teacher	
Ms. Fiona Robe	Member/Parent	
Mr. Howard Beedles	Member/Parent	
Ms. Sophia Petition	Member/Parent	
Ms. Elsa Francis	Member/Parent	

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

* Core (mandatory) SLT member

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.

Public School 15Q - The Jackie Robinson School is a small and cozy elementary school with 442 students from kindergarten through grade 5. The school population comprises of 92% Black, 4% Hispanic, 3% Asian and 1% White students. The student body includes 6% English Language learners and 15% Special Education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the year 2009 – 2010 was 93%.

Our school also receives Title 1 funding with 61% eligibility.

In order to manage the academic curriculum and foster a true learning and working environment, our vision and mission below should provide a reader with a snapshot of our commitment to children and our dedication to teaching and learning:

VISION

To foster lifelong learning for students and adults, whereby the arts, sports and sciences become part of a seamless, learner-centered educational process. The accomplishment of which will be through a strict culture of high social expectations and high academic rigor. Pride and confidence in faculty, staff and students will promote excellence and positive pupil outcomes. Each graduating class shall be concretely prepared to successfully attack the academic requirements of middle school and beyond.

MISSION

- To align learning with individual student's needs and ability through differentiation of instruction.
- To align teaching on the upper grades with individual teacher's strength and passion.
- To foster "all around" respect of all stakeholders and our institution of learning.
- To provide early intervention in all areas of learning for at-risk students.
- To avail early intervention and professional development for at-risk faculty and staff.
- To provide all in our school community with a safe, secure and positive environment where all children can learn and adults can work.
- To recognize and develop the special gifts and talents in all students.

Our school is a special place where parents, teachers, nutritionists, school safety, building managers (school aides), para-professionals, custodial staff, health aides and the administration come together to provide quality education and a better social environment for children – overall a better life for children. We have managed to move the thinking and the motivation of, almost, the entire school community to a height where all stakeholders are focused on greater achievement in students' outcomes.

While we have recognized that we must relentlessly continue to drive our students to mastery in all areas of learning, we are, at this time, enjoying our three consecutive “A” ratings in the City’s Progress Report. The entire school community is even more motivated to concretize our growth for the for the past three years by achieving a stronger “A” rating for the school year 2009-2010.

What is distinctive about our school?

- New State-of-the-Arts Science Lab
- One (1) Mobile Lab
- Two (2) not-so-great computer labs
- A fantastic auditorium that we use often for special programs for students and staff
- A clean, well-kept school
- A very professional and competent staff
- New Talent and Sports program
- A Saturday and Holiday Advantage and Target 4Xcellence School for all upper grade students
- Availability of data
- Virtues of the Month – for Character Education
- New Special School-wide Friday Advisory Program

An aura of professionalism and determination amongst the administration and faculty permeate our school. Most teachers and staff members feel they can turn to any colleague and/or an administrator for support, advice, and encouragement. The talent component brings a new level of expectations for all stakeholders, most especially the children. They are able to travel to their talent area alone without much fanfare as it seems to elevate their self-esteem and confidence. They believe in their choices. They talk happily and interestingly about their talent classes and themselves.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 15 Queens The Jackie Robinson School			
District:	29 Q	DBN #:	29Q015	School BEDS Code #: 342900010015

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="radio"/> 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="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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		na	na			95%			
Kindergarten		54	52						
Grade 1		73	58	Student Stability: % of Enrollment					
Grade 2		61	70	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		80	66				88.65		
Grade 4		87	71						
Grade 5		87	81	Poverty Rate: % of Enrollment					
Grade 6		N/A	N/A	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		N/A	N/A			61%	79.9%		
Grade 8		N/A	N/A						
Grade 9		N/A	N/A	Students in Temporary Housing: Total Number					
Grade 10		N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		N/A	N/A			5	5		
Grade 12		N/A	N/A						
Ungraded		N/A	N/A	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		442	398			3	3		
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		15	15	Principal Suspensions					
No. in Collaborative		14	24						

DEMOGRAPHICS								
Team Teaching (CTT) Classes								
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants		N/A		
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only		8		Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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		36	41	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		2	2	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		4	5	
				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%		
American Indian or Alaska Native		1	1	Percent more than two years teaching in this school				
Black or African American		390	384	Percent more than five years teaching anywhere				
Hispanic or Latino		22	22					
Asian or Native Hawaiian/Other Pacific Isl.		5	5	Percent Masters Degree or higher				
White		2	15	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100%		
Multi-racial		15	2					
Male		226	226					
Female		216	210					

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="radio"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>	
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)	<input checked="" type="checkbox"/>						
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:	254		ELA:			
	Math:	253		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							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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SECTION IV: NEEDS ASSESSMENT

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

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

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

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Our school is well developed.

The Jackie Robinson School has improved significantly, and it now has a very good reputation in the local community. There is a good understanding of assessment information and a desire to improve further the progress of students. The school recognized the need to develop further the analysis of whole school performance and progress data with particular reference to gender and ethnic groups. Academic intervention services provide very good assistance to students who require additional support with their work.

Teachers are now using assessment data to help them with their planning and lesson delivery. The very positive atmosphere in the school encourages students to experience success. Students and parents appreciate the high expectations. Teachers and administrators are now more accountable for the progress target of their students and classes. Students are very proud of their school and enjoy their lessons and time with their friends.

We believe in continued assessment no matter how well we are perceived in the community. Our latest evaluation, based on data, has identified certain trends, and we have prioritized them as follows:

Identified Priorities

Students Performance Trends:

A review of reading achievement data for the past year indicates a downward decline of .04% in grade 3. On the spring 2010 NYS Reading Exam, only 64.6% of all third grade students met the State Standards (performing at Levels 3 and 4). Disaggregated results on the spring 2010 NYS Reading Exam indicate that 33.3% of third grade special education students performed at Level 1 (a disproportionately high percentage) as compared to 0% of all general education third graders who performed at Level 1.

A review of reading achievement data for the past year indicates an upward incline of 14.5% in Grade 4. On the spring 2010 NYS Reading Exam, 24.7% of all fourth grade students met the State Standards (performing at Level 3 and 4). Disaggregated results on the spring 2010 NYS Reading Exam indicate that 12.5% of fourth grade special education students performed at Level 1 (a disproportionately high percentage) as compared to 2.3% of all general education fourth graders who performed at Level 1.

A review of reading achievement data for the past year indicates a downward incline of 0% in Grade 5. On the spring 2010 NYS Reading Exam, 80.0% of all fifth grade students met the State Standards (performing in Level 3 and 4). Disaggregated results on the spring 2010 NYS Reading Exam indicate that 0% of fifth grade special education students performed at Level 1 as compared to 0% of all general education fifth graders who performed at Level 1. This was a significant accomplishment for the school.

A summary of Reading 3D results by class and grade indicate that 1st and 2nd grade students are having specific difficulty with writing and vocabulary development and the 3rd grade with writing only.

There was a significant increase in grades 3-5 on the 2010 NYS Mathematics Exam. All students in the 3rd grade scoring at Level 3 and 4 were 93.6%. All students in the 4th grade scoring at Level 3 and 4 were at 86.2%. All students in the 5th grade scoring at Level 3 and 4 were at 95.3%. Disaggregated results on the spring 2010 NYS Mathematics Exam indicates that 16.7% of 3rd, 5.9% of 4th and 0% of 5th grade special education students performed at Level 1 as compared to 0% of 3rd, 1.4% of 4th, and 1.4% of grade general education students who performed at Level 1.

A review of mathematics achievement data for the past year indicates Grade 3 students scoring at Level 3 and 4 were at 93.6%. When compared to the previous grade 3, there is an increase of 6.1%. Disaggregated results on the spring 2010 NYS Mathematics Exam indicate that 16.7% of third grade special education students performed at Level 1 (a disproportionately high percentage) as compared to 0% of all general education third graders who performed at Level 1.

A review of mathematics achievement data for the past year indicates a downward incline of 1.8% in Grade 4. On the spring 2010 NYS Mathematics Exam, 86.2% of all fourth grade students met the State standards (performing at Level 3 and 4). Disaggregated results on the spring 2010 NYS Mathematics Exam indicate that 5.9% of fourth grade special education students performed at Level 1 (a disproportionately percentage) as compared to 1.4% of all general education fourth graders who performed at Level 1. Our special education population showed an overall decrease of 21.4% from the previous year. This was a significant accomplishment for the school.

A review of mathematics achievement data for the past year indicates a increase of 16.4% in Grade 5. On the spring 2010 NYS Mathematics Exam, 95.30% of all fifth grade students met the State standards (performing in Level 3 and 4). Disaggregated results on the spring 2010 NYS Mathematics Exam indicate that 0% of fifth grade special education students performed at Level 1 as compared to 1.4% of all general education fifth graders who performed at Level 1. This was a significant accomplishment for the school.

Disaggregated results for the overall New York State Mathematics Exam data for grades 3, 4 and 5 shows grade 3 at 16.7%, grade 4 at 5.9% and grade 5 at 0% in the special education compared to grade 3 at 1.2%, grade 4 at 4.3% and grade 5 at 1.3% respectively.

We will continue to address the needs of our special education and general education students through various opportunities to learn such as the following: 37.5 minutes extended day data based program, Saturday and Holiday School, small group instruction within the classroom, differentiated instruction based on the needs of the child, and the use of interim data to monitor students progress (predictive, unit test, teacher created test, Acuity, Study Island and conferencing notes).

A summary of DIBELS results by class and grade indicate that 1st and 2nd grade students are have specific difficulty with writing and vocabulary development and the and 3rd grade with writing only.

The Dynamics Indicators of Basic Early Literacy Skills (DIBELS) scores for 2009-2010 school year, for all students tested, show the following trend in student performance.

Kindergarten

Kindergarten Tested	Benchmark	Strategic	Intensive	Total# of students
Fall	51%	40%	9%	58
Winter	55%	35%	10%	62%
Spring	61%	20%	19%	54%

- In the Fall,
 4% were Intensive
 40% were Strategic
 51% were Benchmark
- In the Winter,
 There was an increase in Intensive of 1 %
 There was a decrease in Strategic of 5 %
 There was an increase in Benchmark of 4%
- By the Spring,
 There was an increase in Intensive of 9 %
 There was a decrease in Strategic of 15 %
 There was an increase in Benchmark of 6 %

1st Grade

1 st Grade Tested	Benchmark	Strategic	Intensive	Total# of students
Fall	65%	25%	10%	69
Winter	61%	19%	20%	70
Spring	66%	21%	13%	70

- In the Fall,
 10% were Intensive
 25% were Strategic
 65% were Benchmark

- In the Winter,
 There was an increase in Intensive of 10 %
 There was a decrease in Strategic of 6 %
 There was a decrease in Benchmark of 4 %
- By the Spring,
 There was a decrease in Intensive of 7 %
 There was an increase in Strategic of 2 %
 There was an increase in Benchmark of 5 %

2nd Grade

2nd Grade Tested	Benchmark	Strategic	Intensive	Total# of students
Fall	57%	30%	13%	64
Winter	61%	13%	26%	68
Spring	41%	29%	30%	63

- In the Fall,
 13% were Intensive
 30% were Strategic
 57% were Benchmark
- In the Winter,
 There was an increase in Intensive of 13 %
 There was a decrease in Strategic of 17 %
 There was an increase in Benchmark of 4%
- By the Spring,
 There was an increase in Intensive of 4%
 There was an increase in Strategic of 16 %
 There was a decrease in Benchmark of 20 %

3rd Grade

3rd Grade Tested	Benchmark	Strategic	Intensive	Total# of students
Fall	53%	39%	8%	79
Winter	41%	37%	22%	79
Spring	30%	51%	19%	73

- In the Fall,
 - 8% were Intensive
 - 39% were Strategic
 - 53% were Benchmark

- In the Winter,
 - There was an increase in Intensive of 14 %
 - There was a decrease in Strategic of 2%
 - There was a decrease in Benchmark of 12%

- By the Spring,
 - There was a decrease in Intensive of 7 %
 - There was an increase in Strategic of 14%
 - There was a decrease in Benchmark of 11 %

According to the DIBELS data, there is a trend of upward movement in kindergarten. The data shows consistent increase in the percentage of students meeting the tri-annual interim benchmark. There is also significant upward movement in grade 1. 66% of the students met the spring benchmark. Subsequently, the students in the Strategic and Intensive category decreased by 7% and increased by 2% respectively. On grade two, the students meeting the benchmark increased by 4%, while the students in the low risk category (strategic) decreased by 16% and intensive 20%. There was a decrease of benchmark students of 20% to low risk and at risk.

Teachers will be given professional development training on how to use the current data comparisons in order to refocus instruction and ascertain efficacy of the teaching and learning continuum within the classroom. Students will be provided with intensive academic intervention instruction focusing on the areas of needs based on the data. Teachers will continue to provide small group instruction within their lesson to address the areas of needs for these students on a daily basis. Teacher's lesson will continue to be differentiating to meet the students at where they are and be able to target specific student's next steps.

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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Our annual school goals are inherent in our keen focus to better the academic acumen and social growth of our young learners. Based on the school's academic review and other data collected from the State, Acuity, Teacher-Made-Assessments, Study Island and the NYC School Environment Survey, we have found for the school year 2010 – 2011 the utmost need to address the goals listed hereafter:

1. PS 15 uses various sources of student data to plan for and differentiate instruction. Both formative and summative data is used by teachers, administrative and support personnel to plan and implement instructional programs to facilitate student progress. Examples of data sources used are:
 - Standardized reading/math scores
 - Analysis of NYSESLAT data
 - DIBELS Reading 3D
 - Progress monitoring
 - Monthly assessment of student reading levels
 - Review of student writing folders/notebooks
 - Periodic analysis of unit math assessment
 - Acuity Performance Series Assessment ELA and Math
 - ELA Predictive Exam
 - Math Predictive Exam

2. Student Progress in literacy and Math is closely monitored as it relates to NCLB/SED accountability status. Currently, we are a school in good standing in ELA, Math, and Science. Close analysis of data demonstrates that there are still sub-groups that need to make progress in order to narrow the achievement gap, as follows: ELA, Math, ELLs, Special Need Students.

3. Provide further training for faculty in data analysis and technology usage through technology assisted instruction. The faculty will be encouraged to use collected data to differentiate lessons to address the academic needs of individual student's ability and readiness as well as using technology to move instruction.

4. Provide more focus on differentiated instruction through Professional Development in Math and Language Arts. Increase the use of differentiation in instruction so that teachers can address more specifically the individual learning needs of each student in the subject areas of English/Language Arts and Mathematics. While all teachers are required to provide formal and effective instruction in all 4 major academic subject areas, we will engage in an in-depth focus on Literacy and Math.

As alignment with the Principal's Performance Review to the NYC Learning Environment Survey we will address the following two goals:

5. The school received a "C" rating for the school environment on the NYC Environment Survey. We will examine and correct our Academic Expectations, Communication, Engagement, and Safety & Respect.
6. Our "Additional Credit" was low 3.0 points from a maximum of 15 points. We will further examine the teachers' program delivery, preparation and focus. Provide a more focused at-risk program for our ELLs, Special Education Students as well as our level 1 and level 2 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>One of P.S. 15Q’s immediate goal is to raise the quality of education. This requires that elementary schools produce graduates who are literate, numerate and possess the skills which foster learning. Therefore, the use of technology plays its part in this process.</p> <p>Technology is not only being used to train the children on how to use technology, but used as a supplemental agenda of teaching and learning. Therefore, at P.S. 15Q, all children from grades K-5 are provided with the minimum of 100 minutes per week of technology centered instruction in the 4 major subject areas. The school is equipped with about 100 functioning Internet ready computers.</p> <p>To increase student use of technology to prepare them for the demands of the 21st Century. By June 2011, all students will acquire basic keyboarding skills; all students in Grades K-5 will have a working knowledge of the Internet.</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>Target population: K-5; 12:1:1; 12:1; ELL The objectives of technology are to facilitate the teaching and learning process; promote problem solving and critical thinking skills; help in the development of life-long learning; enhance the various learning strategies required to meet the needs of the diverse population in the school system; support the instructional process and classroom administration.</p> <p>The use of Technology will allow the teachers to increase interest within the classroom; increase the educational gains, especially to support all learning styles as part of differentiation of instructions as they move away from the direct teaching model; increase the voluntary time spent on each task; give students the opportunity to ask questions, seek answers and test answers; teach basic skills; encourage students to develop and use high order thinking skills; offer an expanded horizon: multi-cultural and geographical; prepare students to cope with technology in the real world; teach</p>

abstract concepts and complex systems; teach problem solving concepts.

Technology can assist in the following areas: data collection, presentation, problem solving, decision making, communication, strategic planning, project management and information management. Technology brings these instructional practices alive: individual learning styles, multi-sensory styles, cooperative learning group to: bring out the leadership skills and draw out the best skill/talents of each member, problem solving practices, and hands-on experience. Technology includes: computers, mirrors, opaque projectors, time pieces, telephones, scissors, pictures, charts/graphs, scripts, VCRs/DVDs, scrapbooks, models, films, radios, light tables, slide projectors, tape recorders, television sets, overhead projectors, flipcharts, maps and charts, cameras, camcorders, magnetic boards, smart boards, mobile TAI.

The use of technology appropriate to grades: K-2: The use of technology is a major tool to enhance the teaching and learning processes in these grades. Where computers are available, recommended software packages should be used. These are the formative years in which the teacher should recognize the deficiencies in the prerequisite for language and mathematics and use the computer with appropriate software and other technology to try and rectify the situation. The parts of the computer, care of the computer, do's and don'ts of the computer, and keyboarding must be introduced at this stage. Grades 3-5: Since the computer laboratory is available and sessions are timetabled, then the teacher can use the following suggestions to teach subject in these grades.

Grade 3: Keyboard skills (recognize letters and use those keys). Different terms used and parts of the computer: keyboard, monitor, CPU, mouse, diskettes, modems, network, phone lines and jacks, drives – storage: hard drive, floppy, tape drive, CD/DVD, USB devices. Peripherals – printers, scanners, speakers, ear plugs, head phones, microphones, tape drives, webcams and cameras. Simple word processing applications. Use of information from research and the Internet. Games.

Grade 4: Keyboard skills (recognize and use of other keys). Word Processing – composing letters, memos, reports, projects. Introduce of Key computer terms: Memory-ROM and RAM, software, hardware, BYTE, MB, KB, GIG, Compact Disks, operating systems, Basic Applications, Specialized Applications, System Unit, Input and Output devices, Microcomputers, DOS, Windows XP, VISTA. Introduction of drawing programs. Introduction of simple graphics. Creation of games for the students. Skills on the use of the Internet.

Grade 5: Word processing-composing continues: letters, memos, reports, charts,

	<p>presentations and projects. Graphics. Drawing and games. Introduction to spreadsheets. Import of “picture, word art and clip art” into word processing and spreadsheet documents. Introduction of simple databases – collect information/data, store information, introduce – fields, records, files, and reports. Creation of charts/graphs from information in the database and/or spreadsheet. Create e-mail account. By the end of grade five, the students should be computer literate, be able to use the Internet, to send and receive e-mail messages, know about computer viruses and spam, hardware and software, netiquette, computer security and privacy, search the World Wide Web and make local and international contacts.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy classroom teachers; lab technicians, Project Connect; NYSTL hardware/software allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased level of performance on CAI tests; ongoing teacher assessment. Accountability will be with the classroom teachers; technology; lab technicians; the principal.</p>

Subject/Area (where relevant): The Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide sequential instruction in all artistic domains through skill-based and aesthetic content instruction. To increase the level of participation in the creative and dramatic arts and in vocal and instrumental music and to integrate these qualities into the curriculum.</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>Target population: K-5; 12:1:1; 12:1; ELL</p> <p>Chorus participation for K-2; 3-5; Instrumental instruction for children in Grades 3-5; use of art in the classrooms to support math and literacy activities; Music appreciation cluster; after school band program by “Advantage”; after school art by the Virtual Y.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Non-profit organizational support (Presbyterian Church of St. Albans “Advantage” band program, Virtual Y); Tax levy funds for cluster and Project Arts staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Children will show an increased appreciation of the arts; a projected gain of 10% in the numbers of youngsters participating in our programs; additionally measured through informal teacher observations and feedbacks. Accountability will be by the Principal, Assistant Principal, classroom teachers, and Project Arts staff.</p>

Subject/Area (where relevant): Visual Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To nurture an understanding and appreciation of Visual Arts by creating and participating in the Arts and to enhance students skills by knowing and using art materials and resources. Introduce cross curriculum projects making connections between art and history, provide direct instruction in art through African centricism and multiculturalism. Build student confidence and esteem.</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>Art teachers will expand on the art standards by using outside sources such as The Jackie Robinson Foundation, Queens Library and the Queens Museum to connect to African centricism.</p> <p>From September to December, grades K-2 will work on collages, cutting and pasting shapes and layering. 3-5 will make collages mixing secondary tertiary colors using positive and negative shapes. From January to March, grades K-2 will make two-dimensional drawings experimenting with various drawing tools. Grades 3-5 will create series of drawings demonstrating volume, proportion controlling various drawing tools. From April to June, grades K-2 will create paintings, gaining control of paint mediums and various brushes. Grades 3-5 will create paintings with details, primary and secondary colors, tints, shades and balanced compositions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Southern Queens Park Association, Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Children will show an increase appreciation of the Arts; testing and performance through both art displays in school as well as outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.</p>

Subject/Area (where relevant): Dance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop physical dexterity and flexibility. Students will gain an understanding of other cultural dimensions and contribution of our diverse cultures and build self-esteem and confidence.</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>Grades K-5: Dance teacher will expand on the Art Standards by introducing students to live performances. Dance students will be a part of in-school productions and assemblies. By June 2011, dance students will perform in two productions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Ballet Teach, NYC Ballet, Virtual Y Created Movement. Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Children will and show an increased appreciation of the Arts; testing and performance through both art displays in school and outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.</p>

Subject/Area (where relevant):

Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To have students learn and understand why nutrition, activity and health are important and beneficial toward a long healthy life. Through this students will improve motor skills, locomotor movement and fitness abilities. This will create an environment of strong, healthy minds and good sportsmanship towards one another.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population K-5/Staff—P.E. Teacher and Dance Teacher:</p> <ul style="list-style-type: none">• 100% of our students will have 30 minutes of physical education daily through team sports and student activities. Regional programs will be implemented in the areas of (a) basketball (b) tennis (c) track (d) volleyball (e) soccer (f) softball (g) swimming (h) jump rope.• Students will use a variety of equipment to learn basic sports and movement skills.• Standardized lessons addressing the issues of (a) overweight (b) obesity (c) cardiovascular disorders (d) Type II diabetes• Structured recess with work stations.• Nutrition Team (staff/students) who meet once a month with lunch staff to discuss and focus on healthy diet.• Organized events such as Fitness Day.• Students will learn proper eating habits to promote good habits.• Students will learn and understand the function of movement as it relates to the body. <p>Implementation Timeline:</p> <ul style="list-style-type: none">• Grade K-3 standards will demonstrate mastery of basic locomotor skills: run, hop, skip, and jump. <p>Basic Skills</p> <ol style="list-style-type: none">1. Standards will dribble a basketball using one/both hands.2. Students will dribble ball on a straight line.3. Students will dribble and shoot the ball in a basket. <p>Movement Skills – Standard 1/January-March</p> <ol style="list-style-type: none">1. Students will walk a straight line.2. Students will run a straight line.3. Students will run a straight line forward and backwards.4. Students will run laps.

5. Students will run laps forward and backward.

Dance – Standards 1,2, 3/April-June

1. Students will use locomotor and movement skills to manipulate various movements.
2. Participate in dance routines using a wide range of cultural components – Latin, African, European, and Caribbean.
3. Incorporation of music which includes Hip Hop, Salsa, Calypso.
4. Orchestrated assembly program.

Three Ball Skills Throwing and Catching – Standards 1, 2, 3/Grades K-3 September-November

1. Standards will learn various hand positions to catch a ball.
2. Students will catch a ball without stopping it.
3. Students will learn to throw a ball bending their arms and bringing the ball to the chest.
4. Students will be paired in groups of two working together to throw and catch.
5. Students will throw and catch back and forth to each other without having ball hit the ground.

Movement Skills Standards 1,2, 3/Grades K-3 September-December

- **Balancing Skills**

1. Students will learn proper balancing techniques
2. Students will stand on one leg without falling
3. Students will jump over obstacles keeping their balance.
4. Students will run and jump over obstacles keeping forward progress.
5. Students will consistently run and jump over obstacles without hitting the ground.

Locomotor—Continuous Training Standards 1, 2, 3/September-April

- **Fitness Gram**

1. Students will be measured for height and weight.
2. Students will take an endurance test running back and forth on a straight line until tired.
3. Students will be tested on the flexibility of the body with sit and reach and stretch and reach which will be measured.
4. Students will be tested on reps of pushups.
5. All data will be logged.

Movement, Listening Skills, Sportsmanship Standards 1, 2, 3/May-June

1. Students will participate in a variety of activities, which include the handling of equipment.
2. Students will learn how to show sportsmanship in various tournaments: i.e.,

	<p>softball, soccer, basketball; in teams of five.</p> <p>3. Tournaments will be organized and have a safe environment.</p> <p>Health Skills Standards 1, 2, 3/September-October</p> <ol style="list-style-type: none"> 1. Students will learn the importance of a diet. 2. Students will learn the dangers of not eating healthy. 3. Students will learn about various disorders from not eating healthy. 4. Create a chart demonstrating healthy and unhealthy foods.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy funds, community leadership support, afterschool program and PTA support.</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>Indicators of Interim Progress and/or Accomplishments:</p> <ul style="list-style-type: none"> • Fitness gram assessments <ol style="list-style-type: none"> a. Height to weight ratio b. Endurance c. Stretching d. Exercise analysis • Teacher assessments, observations <ol style="list-style-type: none"> a. Test/exams b. Written assignments c. A mid-term and final will be administered to each grade level.

Subject/Area (where relevant): Drama

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To participate and view plays and live performances which may include but not limited to multicultural or African in nature. The plays will be age appropriate. The socially interactive nature of Drama helps to heighten students’ awareness of themselves and their environment.</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>School year 2010-2011: Creating, performing and, participating in Drama and the learning skills gained in a production carry over to other subject areas. We can invite outside theatrical persons as well as PS 15Q staff members to share their dramatically expertise with our students.</p> <p>Grade 3: Term 1-Story building; Term 2-Creative use of movement; Term 3-Exploring the senses.</p> <p>Grade 4: Term 1- Inventive Role-Play; Term 2-Creating Dramatic Narrative; Term 3- Exploring Voice for Dramatic Performance.</p> <p>Grade 5: Term 1- Creating the Play Through Process, Term 2: Culture and drama, Term 3 Establishing Relationships within the Drama.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Children will and show an increased appreciation of the Arts; testing and performance through both art displays in school and outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.</p>

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: All teachers will receive high quality professional development and highly qualified teacher requirement. Professional Development will be offered in all content areas, as well as differentiated instruction, classroom management, technology integration, instructional strategies and any other area of need. All professional development will provide teachers with the skills that they need to deliver effective lessons that reach all types of learners. From September 2010 through June 2011, the professional development will continue to be evolving.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan: All professional development at PS 15 will be continual and effective. The needs of the teachers will be assessed to determine the type and breadth of the training. In addition, teachers will be provided with more time to work with colleagues, to critically examine the new standards being proposed, and to revise the curriculum. Learning communities will be established where teachers will have opportunities to develop, master, and reflect on new approaches to working with children. Critical Friends Groups (CFG) will continue their work of reviewing student work and sharing of best practices. The CFG will create a strong effective group (teachers) to explore possibilities of sharing best practices amongst colleagues. The CFG will ensure that professional development is continual and effective.</p> <p>Literacy – Starting in September 2010 and continuing through June 2011, Professional Development will be provided on the city wide curriculum for all grades, in addition to the Urban Education Exchange (UEE) literacy curriculum for grades K-5. The UEE /Mifflin Literacy Professional Development will be provided by outside staff developers for ongoing monthly professional support for teachers in Group A,B,C. These staff developers will continue to be available off site five days a week to answer any questions for staff members.</p> <p>Math – Professional Development will be provided for the Everyday Mathematics</p>

	<p>Curriculum for all grades by the assistant principal, classroom teachers who are master teachers within the content area, to include outside staff developers. Professional development will be provided to every teacher on how to use the student data. Grades K-3: MCLASS (Mathematics), student work, quizzes, end of the unit assessment, teacher created test, and the pre and post March pacing calendar, instructional strategies, and how to differentiate instruction within the mathematics lesson.</p> <p>Social Studies and Science – Professional Development will be provided for implementing the content areas into the literacy curriculum. Non-fiction reading will build prior knowledge in the students. Teachers will be developed by UEE professional developers and in house coach on how to infuse social studies and science within the literacy block K-5 with the support of an in-house master teacher.</p> <p>K-3 teachers will be provided with professional development in MCLASS and Reading 3D programs, which is the mathematics data analysis program, which correlates to the NYS Mathematics Standards and the New York State Language Arts.</p> <p>K-5 teachers and support staff will be provided with professional development in the Literacy UEE/Mifflin Literacy Professional Development Curriculum and Everyday Mathematics with support from the Assistant Principal, Coach and staff developer on an ongoing basis.</p> <p>Professional Development will be provided on data analysis including the interpretation of all data that is collected on interim assessments, palm pilot, teacher observations, unit assessment (content specific, skill specific, needs specific) MCLASS, Acuity, ARIS and Study Island reports. Responsible staff members will be administrators, coaches, and all teaching staff members.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources: UEE/Mifflin Professional Developers training, Tax Levy Funds, Teacher in school training by the Assistant Principal, Teacher/Teacher Mentor/Mentee, ICT professional training, interclass visitation, learning walks conducted by administrators and teachers, teacher to teacher and PSO staff developers. Budget will be appropriate to availability through tax levy funds, as well as funds for highly qualified teachers' staff development.</p>

Indicators of Interim Progress and/or Accomplishment

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

Indicators of Interim Progress and/or Accomplishment – Agendas will be provided, minutes will be taken and written feedback documentation will be provided to the entire staff. Principal bi-weekly expectation to the staff will outline which staff development will take place on a monthly basis. Teacher will discuss next steps during their common planning preparation on a weekly basis, along with monthly grade conferencing with the administration, and at the faculty conference.

Subject/Area (where relevant): Mathematics Focus

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To increase the mathematics achievement levels of all students at PS15Q. Objective: By May 2011, students in grades K-5 will test at 75% or higher on end of unit quiz, as measured by using the Everyday Math learning goals, state math strands on their grade level. Objectives: To achieve, by Spring 2011, a 10% decrease in the number of all tested students performing at Level 1 and a 10% decrease in the number of all tested students performing at Level 1 and a 10% increase in the number of all tested students performing at or above Level 3 on New York State Mathematics Assessments, as measure by students results on Spring 2011 New York State Mathematics Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan: Description of Proposed Instructional Strategies for Mathematics Components of the Comprehensive Instructional Approach for Mathematics.</p> <p>Grades K-5: Instructional Materials/Texts: Everyday Mathematics Planning Guide – Monthly Focus Pacing and Alignment Calendar Math Block: 90 minutes – Grades K-5</p> <ul style="list-style-type: none"> • 5 minutes reciting of multiplication tables • Warm Up • Direct Teaching – Mini-Lesson • Practicum – Independent Activities • Extra Practice/Enrichment • Games/Skills Practice/Test Prep • Ongoing Assessment: Weekly Multiplication Test, Students Work; Periodic Assessment – Monthly Quiz, Mid-Year Quiz, End-of-Year Assessment <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Professional Development Team, which includes the principal, assistant principals, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing Professional Development for teachers, assistant principal and school administrators. <p>Everyday Mathematics (K-5) is a standards-based mathematics program, which promotes</p>

	<p>repeated scaffolding of mathematics concepts and skills in order to support students mastery at all levels.</p> <p>Math Steps (K-5) and Empire State Mathematics March to March (3-5) will be used as a supplement to Everyday Mathematics. These materials focus on skills and concepts to provide students with additional support opportunities in developing mastery through ongoing practice.</p> <p>Responsible Staff: School Administrators, Classroom Teachers, Para-Professionals and Cluster Teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources: Tax Levy Funds, Appropriate Textbooks, Title 1 Funds – Title 1 Students, Teacher in school training by the Assistant Principal, Teacher/Teacher, Mentor/Mentee, Budget will be appropriate to availability.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment: Monthly Mathematics Strand Quiz, mid-school year and end-of-year assessments. Increased student performance in Mathematics on the New York State Examination.</p>

Subject/Area (where relevant): English Language Arts Focus

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: To increase the reading achievement levels of all students in PS 15Q.</p> <p>Objectives: By May 2011, students in grades K-5 will read a minimum of 25+ books on their grade level, as measured by a reading response log.</p> <p>Objective: To achieve, by Spring 2011, a 10% decrease in the number of all tested students performing at Level 1 and Level 2 and a 10% increase in the number of all tested students performing at or above Level 3 on the City and State ELA Assessments, as measured by student results on Spring 2011 New York State ELA Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Description of Proposed Instructional Strategies for English Language Arts</p> <p>Components of the Comprehensive Instructional Approach for Reading and Writing:</p> <p>Grades K-2: Instructional Materials: Classroom libraries, fundamentals/Wilson, Storytown-Houghton Mifflin, Reading A-Z books, UEE-Urban Education Exchange Website, guided reading sets, monthly reading-writing pacing calendar, Study Island, Starfalls, and mCLASS Reading 3D activities.</p> <p>Instruction: 100 Minute Literacy Block (Balanced Literacy, including daily writing activities) --</p> <ul style="list-style-type: none"> • School-based Professional Development Team, which includes the Principal, full-time literacy coach, UEE staff developers, mentoring, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing monthly PD for all teachers, coaches, and school administrators. • The Seven Literacy Protocols • UEE Professional Development-teachers individually meet with staff developers to enhance their teaching and learning in the classroom through modeling and co-teaching, and debriefing. <p>Additional Support for Students (when necessary)</p> <ul style="list-style-type: none"> • Small group instruction-Reading Plus Program, Foundations, Differentiated Instruction, Wilson, and technology programs. <p>Grades 3-5: Instructional materials: Classroom Libraries, Novel study sets, acuity, Princeton Review,</p>

Pacing guides-Monthly Units of Study in reading and writing, Seven Literacy Protocols, UEE-Urban Education Exchange Comprehension Website, Reading A-Z, and Study Island.

Instruction: 100-Minute Literacy Block (Balanced Literacy, including daily writing activities)
Intensive Professional Development including --

- School-based Professional Development Team, which includes the Principal, full-time literacy coach, UEE staff developers, mentoring, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing monthly PD for all teachers, coaches, and school administrators.
- The Seven Literacy Protocols
- UEE Professional Development-teachers individually meet with staff developers to enhance their teaching and learning in the classroom through modeling, co-teaching, and debriefing.

Additional Support for Students (when necessary):

- Small group instruction-Reading Plus Program, Foundations, Differentiated Instruction, and technology programs.

Components of a Balance Literacy Program: The Literacy Framework

1. Read alouds:

- Whole-Class Read and/or share alouds that focus on skills and strategies. Include all genres, independent practice, and sharing.
- **Resources:** UEE Concepts of Comprehension lessons, Book of the Month, and classroom Read Alouds, Literacy Coach.
- **Frequency:** Daily (20-30 minutes depending on lesson)

2. Textual Analysis

- Shared Reading Passages focusing on weekly skills taught (Concepts of Comprehension) to build frequency.
- **Resources:** UEE Concepts of Comprehension Scope and Sequence, and Literacy Coach.
- **Frequency:** 2-3 times a week depending on lesson and grade level.

3. Guided Reading:

- Small group classroom instruction. Teacher works with a small group in guided reading reinforcing skills and conferring with students for instruction. Teacher is guiding or supporting students with decoding, comprehension, vocabulary, and fluency.
- **Resources:** Houghton Mifflin sets, classroom collections, and Reading A-Z books, and Literacy Coach.
- **Frequency:** Teachers meet with at least one-two groups a day during center time

and/or independent reading time 10-20 minutes per group.

4. Independent Reading and Responding:

Students are reading a variety of literature genres at their independent or instructional level. Teachers are working with small groups of children differentiating instruction. Teachers are guiding or supporting students with decoding, comprehension, vocabulary, and fluency. Teachers are guiding students in class-read anthology stories either independently or as a class for comprehension and skill practice. Teachers are conferring with students for individual support and instruction.

- **Resources:** Anthologies and Storytown books, Reading A-Z books, Classroom libraries.
 - **Frequency:** Daily approximately 20 minutes.
5. **Shared Reading:** Teachers use Big Books, poems, songs, articles, and/or class book sets to focus on phonics or fluency. Entire class either listens to the teachers or follows along. The text is chunked by the teacher to model specific reading and writing strategies.
- **Resources:** Anthologies, Practice Books, UEE Books, Storytown Books, Articles, Clippings, Reading A-Z Books, and Literacy Coach.
 - **Frequency:** 2-5 times a week depending on grade level for approximately 5-20 minutes.
6. **Phonics/Vocabulary/Spelling:** Explicit instruction on the alphabetic principal: letters, sounds, blends, diagraphs. Explicit instructions to help students learn how to decipher meaning of new words and expand words.
- **Resources:** Houghton Mifflin-Storytown, UEE Skill Activities and Independent practice, Reading A-Z, Study Island, Foundations, and Reading 3D activities and programs, and Literacy Coach.
 - **Frequency:** 2-5 times a week for 5-15 minutes depending on grade level and instructional skill being taught.
7. **Conferencing:** Teachers meet one-on-one with students to assess students for instruction and support weekly during independent reading. Teachers' follow-up with next steps for each student.
- **Resources:** Teacher choice templates provided by Literacy Coach and/or Teacher-Made templates, and Literacy Coach.
 - **Frequency:** Daily – at least 5 children per day. All conferences are recorded on an individual student log sheet or in a conference book.

8. **Writing:** Monthly Genre Writing, Book of the Month Responses and Activities, UEE Writing skill focus, and Storytown Writing Connection. Students maintain work folders, Writer's Notebooks, and portfolios which reflect students' ideas, insights, reflections, and best pieces of writing.
- **Resources:** Houghton/Mifflin, UEE, Study Island, Book of the Month lesson, Literacy Coach.
 - **Frequency:** Daily 20-30 minutes depending on instructional skill being taught.

Classroom Libraries: All classroom libraries consist of children's dictionaries, literature, including fiction, poetry and nonfiction books that appeal to a variety of different interest, to better engage students in reading and writing. All libraries are leveled according to Fountas and Pinell Leveling system.

Technology Programs:

- Student Island: All K-5 students use the R&R Reading Program at least two times a week which focuses on phonemic awareness, fluency, text comprehension, and writing on the computer.
- Starfalls: K-1 students use Starfalls phonics and story programs to master letter, sounds, and words.
- Princeton Review: students in grades 3-5 use this program to help in comprehension skills and strategies. Results assist teachers in assessing next steps for students and forming differentiated learning communities.
- mClass Reading: Palm Pilot one-on-one reading activities and assessment program based on the Big Idea in Beginning Reading: Phonemic awareness, alphabetic principle, accuracy and fluency, comprehension and vocabulary.

Special Education Grades K-5

- General education teachers will review each student's IEP in order to select reading materials at, or slightly above their reading level, to support the child's success in the classroom.
- Teachers will continue to update the parent and school assessment team at the student's meeting or exceeding the instructional reading level.
- All general education teachers, special education teachers and related service providers will, within one year, and according to the prescription and modifications of K-5 students' Individualized Education Plans, follow these instructional strategies:
- Participation in Assessments: some Special Education students will participate in New York State Assessments with accommodations which will be used consistently

	<p>throughout the school year. General education and special education teachers, as well as support staff, will administer the tests.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy and other resources, such as Title 1 and Title 1 ARRA. Funding is appropriately allocated through the State Education Department. Some tax levy funds are utilized and there are additional state funds for Special Education Services; ie, Speech, Occupational and Physical Therapy.</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>State and city tests, teacher assessment, periodic city assessment, Study Island technology, assisted testing with skills centered results, monthly ELA quizzes, mid-year and end of year assessments, New York State Examinations, are all indicators to make sure that Special Education students master the material. All monthly, mid and end year assessments are modified to meet the students' Individualized Education Plan.</p>

Subject/Area (where relevant): Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To enable students to demonstrate knowledge of history, geography, social, economic, and cultural backgrounds of the people of the United States and other nations of the world and to encourage understanding and appreciation of diverse groups of people, their cultures, and contributions, representing our community and city through interdisciplinary teaching/learning strategies.</p> <p>Provide students with the tools and experiences necessary to study history critically, and become active citizens in our global community. To enrich and improve proficiency in the social studies content area.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target population: K-5, 12:1:1, 12:1, ELL</p> <p>Continued teaching of social studies through content areas. Continued utilization of the 100 Books and Book-of-the-Month programs to foster more social studies reading. Use of our two internet labs to support student knowledge of current events. College Day, Career Day and other multicultural programs. Full utilization of social studies nonfiction texts as supplied by the Department of Education. Museum experiences such as Frederick Douglass and History in Motion visiting exhibits. Cooperative Learning and interdisciplinary projects involving social studies using correlations in reading materials and assignments; contest/competitions involving social studies and multicultural areas, e.g., Women’s History, Black History, Map Contests; updating of maps, globes, social studies textbooks; relating social landmark field trips and library research in the development of reports and projects; Staff Development in areas of interdisciplinary student, cooperative learning, multiculturalism and geographical study; Support program of assemblies; continued updating in Multicultural books/materials for the library; use of the media center as a resource for individual projects.</p> <p>Grades K-2: Students will begin to develop awareness about self, family, neighborhoods, and communities large and small. Grades 3-5: Students will be introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the western hemisphere (North and South America, etc). All Grades: to prepare students to become life-long learners, who construct authentic inquiry, read critically, evaluates information and takes action. Student Council class presidents represent student body utilizing the</p>

	<p>democratic process. Virtue of the Month to build character development. Book of the Month provides excellent opportunity to showcase moral and civic responsibilities in action. Civic Leadership Saturday program to promote leadership and citizenship responsibilities. Trips: The Museum of Natural History, City Hall; Albany for Lobby Day.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy classroom teachers; NYSTL funds; internet access.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher Assessments, observations. Accountability/person responsible – classroom teachers, principal and assistant principal.</p>

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	0	0	0
1	46	31	N/A	N/A	6	0	0	0
2	67	57	N/A	N/A	10	0	0	0
3	55	43	N/A	N/A	11	0	0	0
4	31	20			15	0	0	0
5	49	34			11	0	0	0
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:	<p>We have implemented several AIS reading intervention programs in grades K-5 which focus on assisting struggling readers, reluctant readers, avoidance readers, and ELL's by engaging our students in the student of literature and language. All grades K-5 use the Urban Education Exchange Program (UEE), a comprehension skills literacy program, daily during their 100-minute literacy blocks. UEE is designed to help readers focus on comprehension/skills instruction with the whole class, small group instruction, and one-to-one instruction.</p> <p>All K-5 grades also use Study Island Reading Program at least two times a week. This program focuses on phonemic awareness, fluency, text comprehension, and writing using computers. The programs engage young readers one-on-one through rich, visual illustrations and text.</p> <p>AIS students testing grades, meet five times a week for one period in small group instruction using the Reading Plus Program. AIS students in grades K-2 meet 3-4 times a week in small groups for one period with the Reading Plus Program. The Reading Plus Program is a reading intervention program that focuses on phonic, fluency, vocabulary, and comprehension activities to build students' reading levels.</p> <p>Students in grades 3 and 4 are serviced with the Foundations – Wilson Program, a specialized language program for children with reading/language difficulties in a small group setting.</p> <p>For 37.5 minutes daily, PS15Q provides all students who are far below or approaching standards small group AIS instruction with selected teachers working on specific skills that they are deficient in.</p>
Mathematics:	<p>Students will take a math benchmark assessment test in September to aid in grouping in K-3 MCLASS Mathematics assess where classroom teachers are responsible for disaggregating the data. Based on the student's performance results, they will then be grouped according to their instructional level. Teachers and administrators will continue to use the data for differentiated instruction during the 90 minute math block. Every child in grades 1-5 from September-June are grouped according to their ability for a variety of content based activities (10 students to 1 teacher) as part of their Extended Day 37.5 minutes of focus instruction based on the individual student data. September-January teachers will continue</p>

	<p>to assess each child as part of their ongoing practice using Acuity, Everyday Math Unit Test, MCLASS Math (Beginning of the Year, Middle of the Year, and End of the Year, Periodic Assessment, as well as teacher created test. EDM Math Boxes as well as teacher observation will be used for daily/weekly focus instruction within the everyday lesson.</p> <p>All of our students in grades 3-5 will participate in a 37.5 minute Extended Time 4 days a week with specific guided practice lesson. Every child on these grades (including our special education and ELLs population) are given an opportunity to attend our Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test using the mathematics instructional materials from Empire State Mathematics March to May 2011. Our students are provided with specific math strand material from the Finish Line Series as a way of supporting our students in mastering the New York State Mathematics Strands which can be translated into student success by meeting the state standards for their specific grade.</p>
<p>Science:</p>	<p>None in this area at this time. However, a focus of Science through Reading is in place to keep our young learners current in appropriate grade level Science.</p>
<p>Social Studies:</p>	<p>None in this area at this time. However, a focus of Social Studies through Reading is in place to keep our young learners current in grade level Social Studies. This, in fact, furthers the strengthening of their reading comprehension and usage skills.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>All teachers are able to refer children; they believe to be at risk, to the Guidance Counselor. Depending on the situation, the Guidance Counselor will sit in on the classroom or cafeteria (arrival, dismissal or lunch) to observe child's behavior. The Guidance Counselor will remove the child, when necessary, to speak with the child privately. In some cases, will continue to see the child on an ongoing basis, depending on the child's needs, could be one-on-one sessions or group sessions. Conflict resolutions are used when a student or students have difficulties getting along with other students. In addition, educational manipulatives and appropriate youth development games are also used to support the instructional and social development of the whole child through guidance and counseling: Conflict Resolutions; Girls' World; Journey to Friendsville; Conduct Management Game; Classroom Manners, DVD's (Bullying, Strangers, Safety), and worksheets. If the Guidance Counselor detects behavior he or she feels need to be further evaluated, the Guidance Counselor will refer to the SBST (social worker/school psychologist) for further observation. In addition, the Guidance Counselor is a member of the Pupil Personnel Team (PPT) and IEP</p>

	<p>Team working closely with the IEP Teacher and Parent Coordinator.</p> <p>The IEP Teacher serves as a member of the Pupil Personnel Team and provides direct services to both general and special education students; reviews all relevant information; conducting evaluations for referred students and determines service eligibility. Services are provided on a one-to-one basis during the school day. Determines a child's eligibility for Special Education; making recommendations for services; obtaining parental consent; conducting social histories and ensuring that all guaranteed procedural safeguards are provided to parents. Also participates in the IEP Team.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>All teachers and staff are able to refer children they believe to be at risk to the pupil personnel team as they detect unusual behaviors and practices. The school psychologist is required to observe and spend time with the child to determine the validity of said concerns and/or reports; reviews all relevant information; conducting evaluations for referred students and determines service eligibility. Services are provided on a one-to-one basis during the school day. Determines a child's eligibility for Special Education; making recommendations for services; obtaining parental consent; conducting social histories and ensuring that all guaranteed procedural safeguards are provided to parents. Reviews all relevant information; conducting evaluations for referred students and determines service eligibility. Services are provided on a one-to-one basis during the school day. Determines a child's eligibility for Special Education; making recommendations for services; obtaining parental consent; conducting social histories and ensuring that all guaranteed procedural safeguards are provided to parents. Also participates in the IEP Team.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>All teachers and staff are able to refer children they believe to be at risk to the pupil personnel team as they detect unusual behaviors and practices. The social worker is required to observe and spend time with the child to determine the validity of said concerns and/or reports. Reviews all relevant information; conducting evaluations for referred students and determines service eligibility. Services are provided on a one-to-one basis during the school day. Determines a child's eligibility for Special Education; making recommendations for services; obtaining parental consent; conducting social histories and ensuring that all guaranteed procedural safeguards are provided to parents. Also participates in the IEP Team.</p>
<p>At-risk Health-related Services:</p>	<p>All teachers and staff are required to pay keen attention to the children's behaviors as they relate to possible mental or physical health. At the onset of any suspected weaknesses, the child is seen by the school nurse. If the school's nurse identifies a situation in need of further professional attention, the parents are called for prompt discussion and proper referral.</p> <p>The school works closely with the "BETSA Foundation," a community based organization that provides glasses, clothing and other support to our students and parents.</p>

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

*******P.S. 15Q does not receive Title III funds *******

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - At the beginning of each school year, the pupil personnel secretary surveys all incoming students to determine their language of communication. With this survey, we prepare the appropriate school staff with the expertise in the appropriate languages to be available or face-to-face interpreters support as well written language translation.
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.
 - Our major findings rest with French Creole and Spanish. All teachers and staff were made aware of this language translation needs through our formal faculty and staff meetings.

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.
 - We are lucky to announce that both Creole and Spanish are the language of many of the school staff. The five French/Creole language experts and two Spanish language experts are staff.
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.
 - As per the families, their need for written and/or oral interpretation is not crucial, for in their homes other English speaking family members are available to assist them.

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>.
- Our translation staff remains on standby as needed. Depending on the importance of document, written translation from our translation team is made available to the parents that are identified as need said service.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	230,097	34,066	264,163
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,300		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		341	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,505		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,705	
6. Enter the anticipated 10% set-aside for Professional Development:	26,487		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3,500	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. 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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 15Q School Parental Involvement Policy

At P.S. 15Q, we believe that ongoing involvement of parents is very important to the success of our students' education. Our school creates and supports a strong parent-school partnership. We encourage parent volunteerism and plan meaningful activities in which parents and families may participate. P.S. 15Q is working with our School Support Organization (SSO), Replications, an organization that is committed to developing and maintaining strong programs of school, family and community partnerships. P.S.15Q will focus its programs and activities on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Through active pursuit of these six areas, P.S. 15Q will strive to create the best possible learning environment for its students. In reference to our SSO, Replications uses research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. To create and support strong parent-school partnership, this policy will be revised annually.

Parent Orientation Open House Meeting is held annually at the beginning of each year. Two meetings are generally held - one for the lower grades (K-2) and the other for the upper grades (3-5). All parents are invited and encouraged to attend. The purpose of the parent orientation open house meeting is to provide parents an opportunity to learn their school anew by meeting the principal, teachers, paraprofessionals, and additional staff who will be working with the children. The parents also sit with their child teacher to understand the curriculum and social development for the entire school year. The teacher also provides sample school books, the curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school PA/PTA is another way that parents get involved. Meetings are hosted once a month where parents convene to talk about their issues, concerns and recommendations, school progress, school activities, community activities, changes that affect parents regarding school legislations and plan activities for parents and children to socialize. We also have recognition of student achievements, parent conferences, Title 1 meetings and workshops. Additionally, we provide childcare, food, workshops, conferences and transportation which will be offered as needed to the extent feasible and possible, in order to eliminate potential barriers to parent involvement.

P.S. 15Q will provide parents with timely and pertinent information regarding parent involvement, their child's achievement and the school's performance. This will include, but is not limited to, the following:

- Yearly Title 1 and Curriculum Open House meeting
- School performance records and proficiency level expectations distributed at the beginning of each school year
- Written communication from teacher, including daily notes, weekly take-home folders, report cards and formal standardized test scores reports
- ARIS
- Oral communication from teacher including
 - Phone contacts (goal: contacting 50% of population each grading period)
 - Parent Teacher Conference opportunities (at least two opportunities per year)
 - Interaction at after-school functions
- PA/PTA meetings
- School Council meetings
- Parent Workshops
- Newsletters
- Monthly Calendars
- Posting upcoming events on outside marquee, school website
- Suggestions Survey distributed to all parents at the beginning of each year
- Timely responses to parents suggestions through telephone calls, notes and conferences
- Satisfaction Surveys distributed to all parents at the end of each year

Parents, through the annual Open House meeting and the P.S. 15Q Handbook, will be assisted in understanding the following: the National Education Goals, the State of New York's content standards and student performance standards, school improvement process (when applicable), the State of New York's assessments, the Targeted Assist Title I program, and Title I requirements. Translations will be provided to the extent possible, funded by Title I.

Ongoing Parents nights will provide opportunities for parents to participate in school related activities throughout the year. The Parent Coordinator will organize Parent Workshops, through which information will be distributed to parents on how to help improve their children's achievement in school. The topics of these workshops will include, but not limited to, literacy, math, science, computer security, financial planning, energy savings, and parenting. Materials and information regarding child development and school achievement will also be made available to parents through monthly newsletters and through the Parent Coordinator. Additionally, Parent as Leaders Program (Learning Leaders) training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Coordinator will attend monthly faculty meetings and will inform faculty of parent concerns and/or activities when appropriate. The Parent Coordinator will also distribute information which stresses the value and utility of parental contributions and involvement in school personnel. When appropriate, the Parent Coordinator will work to build partnership with organizations, businesses and other schools in the community. These partnerships will be informed in order to improve the involvement of the community in the school, through volunteer work or the donation of gifts, and the involvement of the school in the community.

The Parent Coordinator is an available resource to provide information and support to parents. Parents are made aware of the Parent Coordinator during the Annual Open House meeting and through the parent newsletter. The Parent Coordinator has on office compiled of an inventoried resource list of books, magazines, articles, videos and DVD.s. The resources include information on child achievement in the areas of math and literacy, child development, best practices of child rearing, effective ways for parents to get involved in the school, and current

volunteer opportunities for parents. To the extent possible, resources will be provided in English, French and Spanish. The school, parents, and coordinator will develop a Parent-Teacher-Student Compact jointly. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards.

The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents and will be sent home with each student. Translations in other languages will be available as needed and the extent possible. The school will collect suggestions and comments from parents on an ongoing basis, through the beginning of the year parent interest surveys, ongoing parent workshop evaluations, and the end of the year Parent Satisfaction Survey. All data, comments and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, shall be revised annually. This information will be considered in the revision of the Parent Involvement policy and Parent Involvement Action Plan for the school. The school will provide timely responses and suggestions.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 15Q School-Parent Compact 2010-2011

Required School-Parent Compact Provisions

School Responsibilities

P.S. 15Q will:

- Provide high-quality learner-centered curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standardized tests.
- Hold parent-teacher conferences (at least twice for the school year) during which time the teacher will discuss the compact as it relates to the individual child's achievement. The conferences are normally held in November and March of the school year (one in the afternoon and the other in the evening to accommodate all parents).
- Provide parents with frequent reports on their children's progress orally and written.
- Provide parents reasonable access to their child teacher and staff. Parents wishing to meet with their child teacher should contact the teacher to arrange for an agreeable date and time.

- The school provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
- Parents are involved in the planning, review, and improvement of the school's parental involvement policy and the school-parent compact.
- Parents are also involved in any Schoolwide Program that the children are participating in.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A and to explain Title I. The meeting is normally convened at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible can attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in Math, ELA, Social Studies and Science. This is normally on the Report Card that goes out in June.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- Make sure that homework is completed daily.
- Monitor the amount of television my child watches.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.
- Talk with my child about his/her school activities.
- Encourage my child to read at home and join the community library.
- Volunteer my time at school (inside and outside the classroom).
- Participate where appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

- Serve to the extent possible on policy advisory groups, safety meetings, SLT, PA/PTA, Title I, Part A parent representative on the school's Parental Improvement Team, the Title I Parent Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Always try to do my best in my work and in my behavior.
- Get to school on time everyday
- Show respect for myself, my school, and other people.
- Be prepared for all challenging educational opportunities.
- Take pride in my school.
- Uniform dress code.
- Develop my critical and creative thinking skills.
- Complete my homework assignments.
- Monitor my television time.
- Get to bed on time so that I get enough sleep for school the following day.
- Work cooperatively with my classmates.
- Read at least 30 minutes every day outside of school time.
- Give to my parent/guardian all notices and information received by me.
- Strive to be an exceptional student
- Always respect school property and keep it clean
- Leave cell phones, game devices, music players, toys and any other items of value at home.
- Keep your hands and your feet to yourself.

Teachers Responsibilities

As a teacher, I will:

- Provide parents reasonable access to me at a time and date convenient to both.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Provide an environment conducive to teaching and learning.
- Help each child grow to his/her potential.
- Provide high quality curriculum and instruction to assist students in learning the state standards.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- Seek ways to involve parents in the school program (volunteer, participate, observe).
- Demonstrate professional behavior and a positive attitude.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS **We are not a school-wide program school.**

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
-
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement **N/A**

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: N/A

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.)
 - Five students presently enrolled at PA15Q are in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - The expectations for these students are aligned with the academic and social requirement of all other students. However, we provide extra care for these students in all areas but most especially as needs relate to class trips, dress code and/or any supplementary extracurricular activity that require special attire and/or money. They receive additional guidance and counseling support. Homework help and free after school programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 015 Jackie Robinson					
District:	29	DBN:	29Q015	School		342900010015

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0		94.3	93.7	93.1
Kindergarten	60	55	47				
Grade 1	71	69	50	Student Stability - % of Enrollment:			
Grade 2	61	69	72	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	82	66	53		91.7	90.4	93.4
Grade 4	87	78	74				
Grade 5	88	91	79	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.1	75.1	79.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	19	14
Grade 12	0	0	0				
Ungraded	0	10	6	Recent Immigrants - Total Number:			
Total	449	438	381	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	15	18	Principal Suspensions	0	0	4
# in Collaborative Team Teaching (CTT) Classes	28	25	19	Superintendent Suspensions	0	2	1
Number all others	16	15	11				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	34	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	6	6	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	2	4	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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.1	100.0
				% more than 2 years teaching in this school	61.3	50.0	75.8
				% more than 5 years teaching anywhere	48.4	61.8	75.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	76.0	90.9
American Indian or Alaska Native	0.4	0.2	4.2	% core classes taught by "highly qualified" teachers	86.8	93.8	100.0
Black or African American	89.5	88.1	85.8				
Hispanic or Latino	4.2	5.0	4.5				
Asian or Native Hawaiian/Other Pacific	0.7	1.1	1.3				
White	2.7	3.4	3.4				
Male	52.1	52.1	51.4				
Female	47.9	47.9	48.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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 541	District 29	School Number 015	School Name Jackie Robinson
Principal Antonio K'Tori		Assistant Principal Earl Brathwaite	
Coach Ms. Holstein		Coach	
Teacher/Subject Area Ms. Clery		Guidance Counselor Ms. Truzzolino	
Teacher/Subject Area Sanaz Sadjadi ESL		Parent	
Teacher/Subject Area		Parent Coordinator Karen Crutch	
Related Service Provider Ms. Collins		Other	
Network Leader John Sullivan		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	378	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	0.79%
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Part II: ELL Identification Process

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

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

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

In accordance with State regulations our students are identified for ESL via LAB R testing according to their Home Language Survey (HLIS) within their first 10 school days in conjunction with an oral interview, by the certified ESL teacher. She is responsible for all initial screenings, and administrating the HLIS and LAB R when appropriate. Parents of eligible students are then immediately invited to a Program Choice orientation (via entitlement letters and phone calls) where they are familiarized with their program options (Transitional, Bilingual, Dual Language, and Free Standing ESL). Suitably students are then placed into appropriate Bilingual Education programs according to their LAB R score and parental choice. Additionally, such students receive entitlement letters and Parental Survey and Program Selection forms (copies are kept on site) and follow up phone calls are made to ensure form returns. Afterwards, such students are placed in appropriate programs, and are assessed annually using the NYSESLAT. Throughout the past three years, all but one of our Bilingual students' parents/guardians have decided to place their children into ESL. At this time there is no need for a Bilingual program in our school, we are aligned with parent request.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	1	1	1										3
Push-In														0
Total	0	1	1	1	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>
Total	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	1	1	1	0	3								

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.

There are few non-English speakers and consequently we have only one freestanding pull out ESL Program with one fully State Certified part time ESL Teacher, where English is the sole language of instruction. We implement small pull out group instruction, and group children according to age and proficiency for instructional and achievement purposes. As per CR Part 154 our Beginner and Intermediate students receive a minimum of 360 minutes of instruction a week and our Advanced Students receive a minimum of 180 minutes of instruction a week, all by our one and only fully state certified instructor. Students are assessed in all core subjects and offered supplemental assistance with the subject they need improvement with. We have intermediate students. All the students have been in the program for three or less years. We have no SIFE or Long Term students. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology, Science, Social Studies, ELA, Mathematics, and the Arts are all part of our schools core curriculum. All core subjects are fully incorporated into the ESL program on an individualized, diversified, differentiated needs basis. Providing high quality instruction for our ELL's is critical to our program. Reading 3D and Acquity assessments reveal that three of our ELL students are approaching grade level. Thus we concentrate on literacy skills with her.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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?

We target children who display signs of need and incorporate intervention programs and content area instruction which are specific to their needs. Furthermore, we offer transitional support for students who have tested out of ESL, on a needs basis. Such students also receive instruction and support from our ESL Teacher. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology inclusive of phonics based programs are used in conjunction with Words Their Way and other ESL materials. ELL's participate in all content area programs in their individual classroom environment. Through pull-out, AIS students receive additional individualized assistance in areas of need. ELL's are welcome and do participate in Music, Arts, Dance, School Play, and all other school programs.

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)?

N/A

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 activities are planned to familiarize teachers with the ESL program, challenges, and needs of ELL students. As per Jose P., a minimum of 7.5 hours of staff Development activities are organized to familiarize staff with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's.

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?

In the beginning of the school year (September) parents/guardians are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ESL programs. Over the past three years the overwhelming majority of our parents/guardians have consistently chosen to place their children into ESL. Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities as to address such individualized needs. Parents are encouraged to participate in all school/community activities (Music, Arts, Dance, school play, awards assembly, educational workshops, and all other school programs).

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

also continue to implement listening and speaking skills. Few of our students have limited literacy in their native language; therefore we focus on decoding and literacy skills in order to expand their English literacy. Academic language is infused into every lesson as to familiarize the students with different types of discourse. With regards to standardized testing, our students only benefit from taking the English versions since their English literacy skills far surpass those of their native language. In the field of Mathematics, Science, and ELA, we have no state scores for our students as they are all in lower non testing grades. Accordingly, we target children who display signs of need using Reading 3D, Acquity, and M Class Math, and incorporate intervention programs and content area instruction which are specific to their needs.

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.

Empty space for additional information.

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		