



**THE GLEN OAKS SCHOOL
P.S. 115Q**

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

**SCHOOL: 26Q115
ADDRESS: 80-51 261 STREET, FLORAL PARK, NY 11004
TELEPHONE: 718 831-4010
FAX: 718 831-4014**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 115 **SCHOOL NAME:** The Glen Oaks School

SCHOOL ADDRESS: 80-51 261 Street, Floral Park, NY 11004

SCHOOL TELEPHONE: 718 831-4010 **FAX:** 718 831-4014

SCHOOL CONTACT PERSON: James J. Ambrose **EMAIL ADDRESS:** jambros@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maryann Parmach

PRINCIPAL: James J. Ambrose

UFT CHAPTER LEADER: Patricia Anderson

PARENTS' ASSOCIATION PRESIDENT: Maria James

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 532

NETWORK LEADER: Alan Cohen/Walter O'Brien

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
James J. Ambrose	*Principal or Designee	
Patricia Anderson	*UFT Chapter Chairperson or Designee	
Maria James	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Callahan	Member/Teacher	
Geri Cohen	Member/Teacher	
Danielle Talone	Member/Teacher	
Pia Alexander	Member/Parent	
Uzma Cheema	Member/Parent	
Christine Cho	Member/Parent	
Maryann Parmach	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 115 is located in Floral Park, Queens. This elementary school is part of a Private Support Organization, CEI-PEA.

The children who attend this pre-Kindergarten to fifth grade school come from a working class area. Many of our students have recently arrived in this country. In addition, there are children who are attending this school from other areas through the No Child Left Behind designation because it is a top rated school.

The student population is heterogeneously grouped with the exception of four Gifted and Talented Classes (K, 1, 2 and 3). Our teachers are certified and permanently assigned professionals.

This school is both innovative and traditional. We are proud of the many activities we offer our students at P.S. 115. The following is a list of these activities:

-A formal assembly, complete with a precision color guard, every Friday for Grades 3,4, and 5. Assemblies are held for K, 1 and 2 as program possibilities arise.

-This year's theme is ***A World of Tales: Folktales, Fairytales, Fables, Myths, Legends and Classic Stories***. All students in Pre-K through Grade 5 will have the opportunity to discover the significance of world famous stories.

-Early Stages Storytelling enhances our balanced literacy initiative while heightening listening skills and correct oral language. While listening to stories based on this year's theme, our students become locked into a new and exciting world of adventure through the creativity of the storyteller.

-The students attend Art and Music classes conducted by highly qualified and talented teachers. They coordinate their programs with the classroom teachers to establish continuity and strengthen the knowledge base of the students. The Music Program includes instruction in keyboarding and the recorder for the lower grades and guitar and chorus for the upper grades.

-Differentiation of instruction is of utmost importance in each class. During literacy classes, the teachers use guided reading to instruct students needing improvement with specific skills. To assist the teachers, we have provided them with the New York Teacher's Desk Reference and Critical Thinking Guide.

-We are very involved in assuring technology is used throughout the school day. We are using Promethean SMARTBOARDS in many of the classrooms and GPS units with other classes. A new computer lab was introduced last year. The students use a program called Reading Plus; it is a supplemental series to assist in improving reading skills.

-Our teachers are using data from ARIS, specifically Acuity and the Periodic Assessments to learn about their students' strengths and weaknesses in Reading and Mathematics. We have a highly effective Inquiry Team on each grade level.

-All students in grades K-5 are learning writing skills through a program called *Being a Writer*. It enhances the Teachers College Units of Study and our teachers and students are really enjoying the program.

-Another wonderful program is called PENCIL, which sponsors Principal for a Day. We have a wonderful association with Joseph Gabriel from Architect Partnerships. Since our theme this year is ***A World of Tales: Folktales, Fairytales, Fables, Myths, Legends and Classic Stories*** he will enhance our curriculum by giving the students experiences building castles, straw houses, moats and assorted famous structures.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 115 Glen Oaks			
District:	26	DBN #:	26Q115	School BEDS Code: 342600010115

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● 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	36	54	54		95.8	95.8	TBD		
Kindergarten	61	67	64						
Grade 1	63	61	80	Student Stability: % of Enrollment					
Grade 2	73	72	79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	56	72	72		92.4	92.0	TBD		
Grade 4	68	59	77						
Grade 5	82	66	63	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		30.0	35.5	53.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	440	451	489		10	4	1		
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	39	24	20						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	17	19	39	Principal Suspensions	0	0	TBD
Number all others	27	31	18	Superintendent Suspensions	0	0	TBD
<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)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	53	47	37	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	7	3	6	(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	39	37	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	92.3	100.0	TBD
American Indian or Alaska Native	0.0	0.2	0.4	Percent more than two years teaching in this school	71.8	81.1	TBD
Black or African American	10.0	10.2	8.6	Percent more than five years teaching anywhere	66.7	64.9	TBD
Hispanic or Latino	12.3	14.9	15.5				
Asian or Native Hawaiian/Other Pacific Isl.	64.1	58.3	56.2	Percent Masters Degree or higher	82.0	84.0	TBD
White	13.6	15.7	18.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	51.6	51.2	52.6				

DEMOGRAPHICS							
Female	48.4	48.8	47.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		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):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</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 (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:	<input checked="" type="checkbox"/>		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
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	4	4	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	90	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

We see a need to improve the achievement gap in each of the following sub groups: ELL, Special Education and students in the lowest third for ELA and Math. We have targeted inferencing and drawing conclusions as a skill in need of improvement. We have found there is a wide variety of learners in our classrooms. Some students are affected by their language, motivation to achieve, disabilities and an absence of an adult support system.

What have been the greatest accomplishments over the last couple of years?

One of our greatest accomplishments has been the creation of four Gifted/Talented classes and the increased use of technology. Our Art and Music Departments have been expanded. We have increased the classroom libraries by purchasing over 2, 000 books. Technology has increased with our use of SMARTBOARDS, GPS Units and additional computers. In addition, all classrooms have wireless settings which assist the students in doing research projects. We have a media center with 8 computers and a Promethean SMARTBOARD. We also have the Promethean SMARTBOARDS with new computers in 12 classrooms.

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

One of the most significant aids to our improvement has been networking with CEI-PEA. They have provided us with staff development and a tremendous amount of support throughout our school.

-Reading Plus from the Office of School Improvement is a computer based program that supports at risk students and provides assessments to help teachers differentiate instruction.

-Being a Writer supports the TC writing process for grades K – 5.

-Early Stages storytelling helps to support literacy programs by enhancing their listening, reading and writing skills.

-Performing Arts enrich the Social Studies and Core Curriculum by celebrating the children's cultures, traditions, and dances from around the world.

One of the most significant barriers is our budgetary constraints. We would like more students to have access to the Promethean SMARTBOARD, but lack of funds will not allow us to place this technology in every classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Reading - To develop reading proficiency for the Level 1 and Level 2 students who are in the following subgroups: ELL, Special Education, and the students in the lowest third percentiles in the area of Critical Analysis.

At P.S. 115Q, 20% of 32 Special Education and General Education students or a minimum of six students, who performed at Level 2 on the 2010 N.Y.S. E.L.A. exam will move to Level 3 on the 2011 N.Y. S. E.L.A. exam. In addition, 40% of eight Special Education students, or a minimum of 3 students, who performed at Level 1 will move to Level 2 on the 2011 N.Y.S. E.L.A. exam.

2. Mathematics - To develop math proficiency for the Level 2 students who are in the following subgroups: ELL, Special Education and students in the lowest third percentile in the areas of number sense, algebra, statistics and probability.

At P.S. 115Q 25% of 44 students, or a minimum of 11 students, who performed at Level 2 on the 2010 N.Y.S. Math exam will move to Level 3 on the 2011 N.Y.S. Math Exam.

3. ESL - Students with 90% attendance on the intermediate level of English Language Proficiency will move to the advanced level.

By June 2011, 25% of 8 students, or a minimum of 2 students, who scored on the intermediate level on the 2010 NYSESLAT exam will move to the advanced level on the 2011 NYSESLAT exam.

4. Technology - To increase technology at P.S. 115Q by having the students interact with the Promethean SMARTBOARDS in classrooms.

At P.S. 115Q, 50% of the student population will have SMARTBOARD technology in their classrooms to increase their Reading and Math proficiency as measured by the ITA periodic assessment.

5. Parental Involvement - To increase the number of parents actively involved in many activities P.S. 115Q has to offer.

By June 2011, P.S. 115Q will increase last year's parental involvement by 20% of 50 families, or a minimum of 10 more families, in all school-wide initiatives as measured by attendance rosters and evaluations.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. To develop reading proficiency for the Level 1 and Level 2 students who are in the following subgroups: ELL, Special Education and students in the lowest third percentile in the area of Critical Analysis. At P.S. 115Q, 20% of 32 Special Education and General Education students, or a minimum of six students, who performed at Level 2 on the 2010 NYS ELA exam will move to Level 3 on the 2011 NYS ELA exam. In addition, 40% of eight Special Education students, or a minimum of three students, who performed at Level 1 will move to Level 2 on the 2011 NYS 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>The teachers, through their Inquiry work, will research innovative ways to teach Inferencing and Drawing Conclusions, while making sure these strategies will address the individual learning style of each child. Materials will be purchased according to the needs of each grade level. Each teacher will work in differentiated, guided reading groups focusing on the Critical Analysis skills with Conferencing as a main activity. An after school ELA academic intervention class will be provided for nine weeks in the Winter of 2010-2011 in which the identified students will participate to improve their reading proficiency. The students will also reinforce their understanding of these higher level reading skills by using Acuity and Reading Plus, two computer programs that they can use to practice their needed skills, obtain feedback, and sharpen their reading expertise. The identified students will be instructed in strategies for Inferencing and Drawing Conclusions during “Extended Day” three times a week. Staff Development and parent workshops will be offered throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding (tax levy) will fund ELA A.I.S. (Academic Intervention Services) programs. After school programs will be provided during February, March, and April. Title 1 ARRA SWP will fund ongoing staff development and parent workshops.</p>

Indicators of Interim Progress and/or Accomplishment

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

Evidence that will prove that we have met this goal:

- The 2011 NYS ELA exam will validate the positive outcomes achieved by the identified students. Throughout the year, we will use Interim Assessments – Predictive and ITA for additional assessments.
- Students will produce reports, projects, essays, brochures and other documents applying the new strategies and skills they have acquired during their classroom lessons.
- Student work will reflect high level thinking skills including analysis, synthesis, and evaluations. All work will be assessed utilizing challenging rubrics and maintained in portfolios.
- Teachers will utilize the skills and strategies learned during their Professional Development sessions in order to improve student progress. Classroom observations by the Principal and Assistant Principal will determine the acquired proficiency of these skills.
- Teachers will facilitate the learning process for all students by differentiating instruction so that all students learn. Teachers will note progress during individual conferences in order to assist students having difficulty acquiring the new material.
- Proficiency skills and strategies learned by teachers during Professional Development will be monitored by the Principal and Assistant Principal during classroom visits and observations.
- Teachers will differentiate instruction by keeping records of progress during individual small group conferences.
- Through formal (Periodic Assessments, Acuity tests) and informal assessments the students in Levels 1 & 2 will show an improvement. Most of these students will approach or obtain a level 3 on the ELA standardized test given in May 2011.

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 2009-10 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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p>To develop Math proficiency for the Level 2 students who are in the following subgroups: ELL, Special Education, and students in the lowest third percentile in the areas of number sense, algebra, statistics and probability.</p> <p>At P.S. 115Q, 25% of 44 students or a minimum of 11 students, who performed at Level 2 on the 2010 NYS Math exam will move to Level 3 on the 2011 NYS Math 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>	<ul style="list-style-type: none"> -After analyzing best practices with their Inquiry Teams, the teachers will use innovative ways to teach number sense, algebra, statistics and probability in differentiated Math groups. -An after school math (A.I.S.) Academic Intervention class will be provided for the identified students. New programs such as “Rhymes and Times” will be used to enhance the students’ core Math knowledge, therefore, improving higher level math skills. -Starting in Kindergarten, all classes will have a math “Word Wall”. Math centers in all classrooms will contain activities to reinforce the understanding of these skills. -The MacMillan McGraw-Hill Math Program contains strategies that are useful in re-teaching these identified skills. All teachers will use this information to enhance their lessons. -Identified students will be instructed in small groups during Extended Day. -Staff development and parent workshops will take place throughout the year.

<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>Children’s First Funding will fund the Math A.I.S. program specifically for students in levels 1 and 2. Title I ARRA SWP will fund ongoing staff development and parent workshops.</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>Through formal (Periodic Assessments, Acuity tests) and informal assessments the students in Levels 1 & 2 will show an improvement. Most of these students will approach or obtain a level 3 on the math standardized test given in May 2011.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p>Students with 90% attendance on the intermediate level of English Language Proficiency will move to the advance level.</p> <p>By June 2011, 25% of 8 students, or a minimum of 2 students, who scored on the intermediate level on the 2010 NYSESLAT exam will move to the advanced level on the 2010 NYSESLAT 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>The ESL teacher will use the following to enhance her lessons:</p> <ul style="list-style-type: none"> • Interactive SMARTBOARD • Rosetta Stone • Interactive reading and writing lessons • Leap Frog • Carousel Reading Program <p>The classroom teachers will incorporate best practices such as labeling items in the classroom, use of a buddy system and the use of appropriately leveled books for teaching ELL students.</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>Title III funding has been allocated to purchase the book, <i>Getting Ready for the NYSESLAT and Beyond</i> for grades K-5 and the Carousel Reading Program.</p> <p>The ESL teacher will continue to make use of the SMARTBOARD purchased last year.</p>

Indicators of Interim Progress and/or Accomplishment

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

Informal assessments will be given to the ESL students to determine their accomplishments. The 2011 NYSESLAT exam will be administered April/May 2011.

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 2009-10 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 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase technology at P.S. 115Q by having the students interact with Promethean SMARTBOARD. At P.S. 115Q, 50% of the student population will have SMARTBOARD technology in their classrooms.</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>-Our students will use the latest technology, such as a Promethean SMARTBOARD, 55 inch flat screen Plasma T.V., state- of- the- art computers and printers in the newly created Media Center.</p> <p>-Fourteen classrooms will have Promethean SMARTBOARDS.</p> <p>-Classroom computers are used throughout the day, when students use the Accelerated Reading Program and individualized learning activities.</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>Fair Student Funding (tax levy) will fund technology education at P.S. 115. We will make use of the following: A Computer room with 30 computers Reso A Grant, through David Weprin’s office, will fund 14 Promethean SMARTBOARDS Title I ARRA SWP will fund opportunities for a variety of workshops for technology staff development.</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>-With the ability to use Promethean SMARTBOARDS, the students will produce high level projects that show research and technology skills. -Students will interact with the Promethean SMARTBOARD in all subject areas. - A printout of Reading Plus student participation will be used to measure interim progress.</p>

	<ul style="list-style-type: none">-As part of the curriculum for Media Center Studies, students will produce high level projects that show research and technology skills.-Students demonstrate competency in the robotics classroom by building, creating and programming computer activated robots. They move and respond to the commands of the technician.-Students demonstrate basic knowledge and understanding of GPS devices used outdoors. Knowledge of longitude and latitude, as well as the use of a compass is demonstrated by students.
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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 2009-10 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): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. To increase parental involvement.</p> <p>By June 2011, P.S. 115Q will increase last year’s parental involvement by 20% of 50 families, or a minimum of 10 more families, in all school-wide initiatives as measured by attendance rosters and evaluations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -During our monthly PTA meetings, students in every class are recognized for academic excellence and receive a certificate and/or award. -Child care is provided so that more parents can attend. -Workshops are scheduled in the morning and during PTA meetings to inform parents of many school events, activities and testing time frames. -Parent Coordinator networking with parents to incorporate their talents and interests in student activities. -The ESL teacher schedules parents to attend classes with their children as they learn how to utilize GPS technology. -Robotic classes encourage parents to become active participants with the children after school. -After school basketball and cheerleading teams necessitate the use of parents and other family members. -Parents attend restaurant fund raisers (McDonald’s) with their children to build community spirit. -Parent volunteers will staff the library to demonstrate a parent/school connection to all students.

<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>Title I AARA SWP funds will be used for parent workshops such as ARIS training, parent discussion groups, Assistant Principal informational meetings.</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>Comparison of 2009-2010 data with 2010-2011 data. Attendance sheets for all workshops, events, fundraisers and activities. The use of needs assessments surveys completed by parents.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K		5	N/A	N/A	0	0	2	0
1	8	8	N/A	N/A	0	0	18	0
2	8	7	N/A	N/A	0	0	6	0
3	12	15	N/A	N/A	0	0	6	0
4	13	11	30	10	0	0	8	0
5	12	10	25	12	0	0	12	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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>During the day, small group instruction focusing on individual needs and reading strategies in grades 1-5. Abrams - Reading Trends, Steck-Vaughn- Reading Comprehension Series A-D, Rally Education-Step Up To Reading, and Houghton-Mifflin, specific skills books are the type of materials used.</p>
<p>Mathematics:</p>	<p>During the day, small group instruction focusing on math skills and knowledge for grade 3. Rally skill books focus on math concepts and lends itself to differentiated methods of instruction.</p>
<p>Science:</p>	<p>Our science teacher works with underperforming students in fourth grade to improve their science knowledge and ability. He uses a hands-on approach to scientific problem solving.</p>
<p>Social Studies:</p>	<p>Our social studies teachers work with underperforming students in 5th grade to improve their social studies knowledge and ability.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>During the school day, counseling is provided for children in need of intervention.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>During the school day, counseling is provided for children in need of intervention.</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The instructional Title III Program is the E.S.L. Geocaching After-School Program. A certified E.S.L teacher, using English as the sole language of instruction, teaches the program. It is offered to all ELLs in grades K-5, about 36 students. The duration of the program is 45 sessions at two hours a session twice a week starting in December and running until late May. To meet the different needs of our ELLs, we will categorize them by grade and level of proficiency of the English language. There will be five groups and each group will be seen for about four to five weeks.

The focus of our Language Instructional Program will incorporate a thematic approach entitled “Building Geography.” This program will provide “Direct Supplemental Instruction” after school for our ELL student population. To reinforce second language acquisition, the activities that occur are hands-on projects connected with rigorous reading and writing pieces. The activities are geared to strengthen independent reading, build fluency and expand reading and writing experiences. This year we will continue and expand the Geocaching Program that began last year. In addition, we will build on the storytelling program that enables ELLs to emerge and grow as writers and speakers bridging language and culture in a non-threatening environment. This program is a fully hands-on program that integrates various learning standards in the academic of science, math, reading and writing skills. Students will encounter teamwork and management skills and it will provide a well-balanced and comprehensive array of language activities that support the academic, social and emotional development of ELL children in the 21st century. It is our sincere expectation that, with this program, our ELL students will learn skills in literacy, math, mapping, technology, science, and socialization. The rationale for the selection of the programs/activities comes directly from our C.E.P. Our objective, in the C.E.P., is to provide innovative strategies for ELL students, which encourage their improvement in academic achievement.

Last year we purchased the Rosetta Stone software and a SMARTBOARD. This year we will continue and expand using these programs due to students having a high success rate in learning English as a Second Language because of its multi-sensory approach, which utilizes visual, auditory, kinesthetic, and tactile modes. The teacher will be able to utilize Rosetta Stone to full capacity with the purchase of a new computer and a 22’ screen. The ESL teacher will utilize the SMARTBOARD by preparing interactive hands-on lessons on her flash drive and transfer it to the SMARTBOARD where students learning will be enhanced. Having this hands-on technology in the ESL after school program will not only lengthen the retention span of English Language Learners, it will embellish the learning process. The SMARTBOARD is in the ESL classroom on the second floor to meet the instructional and motivational needs of the at risk students of this subgroup.

This year we purchased the *Getting Ready for the NYSESLAT and Beyond* books on grade levels from Kindergarten to Fifth Grade. These books will be used to strengthen their listening, speaking, reading and writing skills. It also has ongoing assessment activities to measure progress in attaining English language proficiency. We also purchased *Carousel of IDEAS*, an English language development program. It is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction, together with a balance of geographical readings. This program provides innovative strategies for ELLs to encourage their improvement in academic achievement.

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

Professional development opportunities are offered to all staff members during the day or on half days. The staff development will include the different E.S.L. strategies to assist teachers and other staff members in development of academic language through content for ELLs. The

Geocaching Program will enrich our Core Curriculum and will extend the school services above and beyond what is presently offered to our ELL student population and community.

In order to accomplish these goals, we will plan on-going Professional Development to be scheduled throughout this supplemental program. The Professional Development activities and topics may include: Investigate the Independent Investigation Method, Exploration at the Hall of Science, Workshop(s) facilitated by professional organizations and individuals, Turnkey Workshops by certified teachers, Investigate and create a Geocaching Library, Investigate the history of Geocaching, Connecting Geocaching with Storytelling strategies, Design and Bury Caches, Compare Caches in the US with Caches from our ELLs Native country, Uploading information about buried caches incorporating Basic English Terminology, Organize Geocaching information for Analysis and Evaluation by ELLs and Connecting Rosetta Stone and hands-on interacting with Geocaching.

Section III. Title III Budget

School: 115Q BEDS Code: 342600010115

Allocation Amount: \$15,000 pending		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,958.44	Planning, direct services and professional development 45 sessions x 2 hours x 1 teacher w/ fringes= \$4,490.10 45 sessions x 2 hours x 1 supervisor w/ fringes= \$4,670.10 16 planning sessions x 1 hour x 1 teacher w/fringes= \$798.24
Purchased services - High quality staff and curriculum development contracts.	\$2,000	Professional Development and Parent Workshops Early Stages Professional Development 2 days@ \$800 per day = \$1,600.00 Exploration of the Hall of Science 2 trips @ \$200 per trip = \$400.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$400	Carousel of IDEAS English Language Development Program Testers and Activity Books \$400
Educational Software (Object Code 300)	\$2,641.56	Computer and 22' Monitor Screen (to be used with RosettaStone)
Travel		
Other		
TOTAL	\$15,000	

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 P.S. 115 Q most of the student population is made up of different Indian, Spanish, and Asian dialects. To find out this information we looked at the data on the Home Language Identification Survey (HLIS) and on the Ethnicity Form. Every child has to have these forms on record since their first day of school. The data from the HLIS is recorded into ATS and a copy of each survey is filed in the main office to maintain whether the parent requires language assistance. To increase the level of communication forms that are sent home are translated into Punjabi, Urdu, Bengali, Hindi, Spanish, Korean and other Indian dialects when possible. All forms have the English and their Native Language translations to ensure interpretation of the information. During PTA meetings translators are available to insure communication.

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.

The 44 parents of ELLs are given a letter asking what language they prefer notes to be sent home in. The majority of the letters being translated are in Punjabi, Hindi, Chinese, and Spanish. The ESL teacher gives ELL students the letter in their native language.

There are 6 parents that requested notes to be sent home in Punjabi translation, 6 parents in Hindi translation, 2 parents for Chinese translation and 2 for Spanish translation. The other parents requested that the notes be sent home in English. The ESL teacher insures that letters are sent home in the written translation requested. During Parent/Teacher Conferences translators of Punjabi, Hindi, Chinese and Spanish are available to help with oral translation.

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.

To translate forms to be sent home the forms are first given to the ESL teacher. Then, the ESL teacher gives the forms to our in-house school staff translators of Punjabi, Hindi, Spanish and Chinese. These forms are always given to the translators 1 week in advance to ensure timely provision of translated documents to the parents. If we need to translate a form for a much later date that form would be sent to the DOE translation unit. In addition, when forms are available on the Internet in different languages they are downloaded in the languages we need. If the languages we need are not available on the Internet, then they would give it to our in school translators.

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.

Teachers are provided with the Translation Unit telephone number to assist oral communication with parents in their native language. In addition, in house oral translation is provided by school staff in Punjabi, Hindi, Spanish and Chinese.

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>.

At P.S. 115Q we fulfill Section VII of the Chancellor's Regulations – A663 regarding parental notification requirements for translation and interpretation services. The parents were notified by letter of the translations available in-house. New admits/transfers complete a Home Language Survey indicating the language they want to receive written communications.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	NA	183,395	183,395
2. Enter the anticipated 1% set-aside for Parent Involvement:	NA	1,834	1,834
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	NA	*	
4. Enter the anticipated 10% set-aside for Professional Development:	NA	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 115Q will:

1. Provide parents with frequent reports on their child's progress:
 - ARIS Parent Link log in information and workshops
 - ACUITY website
 - Inform parents of new standards in Language Arts, Math, Science, Applied Learning
 - Student report cards
 - Promotion in doubt letters twice yearly
2. Advise parent/guardians about the purpose and use of NYS assessments
3. Provide grading policies and rubrics
4. Distribute DOE publications, i.e.; Family Guides, Health Pamphlets, etc.
5. Parent/Teacher orientation meetings (open house) to discuss the expectations for the year.
6. Individual parent/teacher conferences twice yearly.
7. Provide parents opportunity for telephone conferences and email addresses to help keep them aware of their child's progress.
8. Distribute copy of Discipline Code and Student Behavior Contract to all families.
9. Invite parents to concerts, plays, literacy and math celebrations and other performances.
10. Encourage parents to visit the NYC Department of Education website to keep informed of events and policies.
11. Encourage a relationship with the Parent Coordinator who will:
 - Coordinate parent outreach especially ELL parents
 - Coordinate all curriculum related parent workshops
 - Conduct parent workshops
 - Invite parent/guardian to a new parent orientation breakfast
12. Encourage parent/guardian participation in
 - The PTA to encourage class parents to inform other parents/guardians of classroom activities, coordinate fundraising, increase attendance at PTA meetings and provide knowledge of school issues.
 - The School Leadership Team working in partnership with the principal, parents and teachers to determine the school's educational direction, create the CEP, and develop school-based budget and staffing plan aligned with the CEP.
 - The School Safety Committee to review the School Safety Plan and address safety issues.
 - Grant writing to fund special programs or objectives of the CEP for which there is no other funding

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and

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

Title I: PS 115Q 2010-2011 Parent Compact

Parent Responsibilities

Parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Getting my child to and from school safely daily
- Making sure my child is on time and prepared daily
- Monitoring attendance
- Talking with my child about his/her school activities everyday
- Scheduling daily homework time
- Providing a proper environment for studying
- Make sure homework is completed
- Participating in decisions relating to my child's education
- Promoting positive use of my child's free time
- Limiting the amount of TV and game time
- Monitoring Internet usage
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school
- Promptly reading all notices from the school that come home via backpack, mail, or internet and responding
- Reading together with my child daily
- Being aware of and following the rules and regulations of the school
- Supporting the school discipline policy
- Express high expectations and positive reinforcement and encouragement to my child

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Needs Assessment.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See CEP Goals and Action Plans, pages 12-22.

3. Instruction by highly qualified staff.

See CEP Action Plan, pages 12-22.

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.

See CEP Action Plan, page 12-22.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

NA

6. Strategies to increase parental involvement through means such as family literacy services.

See Parent Compact, page 33.

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.

The school's Consolidated Plan addresses community based partnership programs and plans to assist students to transition into 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.

See CEP Action Plan, pages 12-22.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See AIS Section, pages 24 and 25.

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.

The school's Consolidated Plan addresses community based partnership programs and plans to assist students in these areas. The school's Guidance Counselor provides violence prevention, professional development to all staff. They also coordinate sessions in conjunction with our SAPIS worker.

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,</i>	Program Funds Are “Conceptually” ¹	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code.
TEMPLATE - MAY 2010

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	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 (R)	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			181,561	√	Page 31
Title II, Part A	Federal	√			24,184	√	Page 5
Title III, Part A	Federal	√			15,000	√	Page 28
Title IV	Federal	√			7,752	√	Page 35
IDEA	Federal	√			63,806	√	Page 35
Tax Levy	Local	√			2,485,818	√	Page 19

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.

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.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are eight students presently in temporary housing (doubled up with relatives).

2. Please describe the services you are planning to provide to the STH population.
The school liaison will identify the student and meet with the family to discuss the student's needs and learns their daily routine. The liaison will coordinate transportation and the breakfast/lunch program using Title I funds. The liaison will work with the family to provide the family with community resources. The school can assist the student with counseling support, school supplies, and school trip fees. The school will keep information confidential to avoid embarrassment on the part of the student.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 115 Glen Oaks					
District:	26	DBN:	26Q115	School		342600010115

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	54		95.8	95.8	95.5
Kindergarten	67	64	103				
Grade 1	61	80	91	Student Stability - % of Enrollment:			
Grade 2	72	79	89	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	72	86		92.4	92.0	96.9
Grade 4	59	77	74				
Grade 5	66	63	89	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		30.0	53.7	53.2
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		1	1	10
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	451	489	587	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	4	1

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	24	20	20	Principal Suspensions	0	0	4
# in Collaborative Team Teaching (CTT) Classes	19	39	46	Superintendent Suspensions	0	0	0
Number all others	31	18	10				

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	39	37	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	47	37	TBD				
# ELLs with IEPs	3	6	TBD	Number of Educational Paraprofessionals	2	3	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	92.3	100.0	100.0
				% more than 2 years teaching in this school	71.8	81.1	90.0
				% more than 5 years teaching anywhere	66.7	64.9	77.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.0	84.0	87.5
American Indian or Alaska Native	0.2	0.4	0.7		100.0	100.0	100.0
Black or African American	10.2	8.6	6.8				
Hispanic or Latino	14.9	15.5	12.4				
Asian or Native Hawaiian/Other Pacific	58.3	56.2	63.5				
White	15.7	18.0	15.5				
Male	51.2	52.6	51.3				
Female	48.8	47.4	48.7				

2009-10 TITLE I STATUS

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

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	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
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:	B	Overall Evaluation:					NR
Overall Score:	50.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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

**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 CEI PEA 05, 532	District 26	School Number 115	School Name Glen Oaks
Principal James J. Ambrose		Assistant Principal Kathleen A. Sciortino	
Coach		Coach	
Teacher/Subject Area Danielle Keller, E.S.L.		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Kevin Burke	
Related Service Provider		Other	
Network Leader Alan Cohen/Walter O'Brian		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	N/A	Number of Certified NLA/Foreign Language Teachers	N/A
Number of Content Area Teachers with Bilingual Extensions	N/A	Number of Special Ed. Teachers with Bilingual Extensions	N/A	Number of Teachers of ELLs without ESL/Bilingual Certification	N/A

C. School Demographics

Total Number of Students in School	581	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	7.57%
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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.

1. There are currently 581 students enrolled at P.S. 115Q, 44 students are ELLS (7.06%). The ESL Pull-Out program at P.S. 115Q enables students in Kindergarten through Fifth grade to receive additional rigorous enrichment in reading, writing, listening and oral language. When new admits enter P.S. 115Q, the ESL teacher screens them for participation in the ESL program. The ESL teacher has an informal oral interview, with the parents in English, or if needed, in their native language when filling out the HLIS Survey. Based upon meeting the criteria, if other than English is checked off on the survey, new admits are then assessed using the LAB-R (Language Assessment Battery-Revised). Students, who are receiving ESL services, take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language proficiency for the following school year. The ESL teacher administers both of these exams (LAB-R and NYSESLAT). There is one full time ESL teacher who is certified to teach ESL Elementary Education.

2. The ESL teacher offers a parent orientation at the beginning of the school year (September 2010) for all new ESL students. During this orientation many documents are discussed, as well as the different programs that are available. They view a video that explains the three program choices they have to choose from. The video is shown in their native language if available. If their native language is not available, we also have translators in the school staff that are willing to help with translation. As new students enter during November 2010 to June 2011, the ESL teacher schedules one-on-one orientation meetings to inform the parent of their choices.

3. To ensure that parents are receiving entitlement letters, the ESL teacher attaches a tear off, with the parent's signature on it, to be returned to her stating that their child will be receiving ESL services. When the ESL teacher distributes the Parent Survey and Program Selection, the teacher documents when she sent it out and when it was returned. If it is not returned in a timely fashion, the ESL teacher will contact the parents using the Translation Unit. The original copy of the survey is put into the student's cumulative folder and the ESL teacher has a copy for her records.

4. In order to maximize English language acquisition for English Language Learners, they are grouped by proficiency level and grade level. Beginner and Intermediate level students are seen for 360 minutes per week, or 8 periods a week. Some are block periods (two periods back to back) to amplify the rigorous English language instruction. Advanced level students are seen for 180 minutes per week, which comes out to be four periods a week. For new admits, the level of proficiency the child is on is discussed with parents during the orientation at the beginning of the school year, in their native language if it is available. Students that are continuing ESL services receive this information on the entitlement letters sent home in their native language if it is available. This is in alignment with the New York State ESL/ELA allotted instruction time based on the student's proficiency level.

5. At P.S. 115Q, Freestanding English as a Second Language Pull-Out program is offered and consistently parents have been requesting the ESL program. Of this school year, on the Parent Survey and Program Selection form, 20 parents out of a total of 20 selected the ESL program as their first choice. All of the parents opted out of the bilingual program. Last school year, 5 parents out of a total of 5 selected the ESL program as their first choice.

6. The program offered at P.S. 115Q (Freestanding English as a Second Language) is in alignment with all of the parent's requests and they are happy with the existing program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	3
SIFE	N/A	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	N/A

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 34	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 10	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44
Total	<input type="checkbox"/> 34	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 10	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	44

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

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2			1		1								4
Chinese	3													3
Russian		1		1										2
Bengali														0
Urdu	2		1	1	2									6
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	3	1	2	1	5	4								16
Polish														0
Albanian														0
Other	2	1	1	3	3	3								13
TOTAL	12	3	4	7	10	8	0	44						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Our ELL program breakdown by grade level is: 12 Kindergarteners, 3 First graders, 4 Second graders, 7 Third graders, 10 Fourth graders and 8 Fifth graders (total 44 students). Out of the 44 students four are in Special Education. 34 of the ELLs are newcomers (receiving service 0-3 years) and 10 of the ELLs are receiving services for 4-6 years.

P.S. 115Q has a Pull-Out E.S.L Program. Students are grouped by proficiency and grade level. We have 5 groups in total: Beginner and Intermediate grades K-2, Beginner and Intermediate grades 3-5, Advanced grade K-1, Advanced grades 2-3 and Advanced 4-5.

2. The Beginner and Intermediate groups are seen for a block period of 90 minutes four times a week, which totals to 8 periods a week (360 minutes). The Advanced groups are seen for a period of 45 minutes four times a week, which totals 4 periods a week (180 minutes).

The classroom teachers who have ELLs in their classroom are given a schedule of the times when those students will be pulled-out for ESL services. The teachers are aware of what proficiency-level their ELLs are on. In addition, they know that their beginner and intermediate ELLs will be getting 360 minutes a week of ESL services (8 periods) and advanced ELL's will be getting 180 minutes a week of ESL services (4 periods).

3. In our ESL program instruction is only in the English language to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, puppetry, music, repetition, visual aids, Total Physical Response and Choral speaking. Multiple interactive English language development programs are used such as Carousel of IDEAS, Leap Frog's Language First and Rosetta Stone. The topics for instruction are based on what the student's are doing, in the content areas, with their classroom teacher. In addition, students will perform multi-step tasks that require high-order thinking. During these tasks students will learn to make connections to texts, use prior knowledge, indulge in accountable talk, create authentic writing pieces and make inferences. Some tasks will be done in small groups where students will learn to solve problems by collecting, organizing and analyzing data. Rigorous tasks will end in a published product such as a report, an essay, response to literature, a presentation or a project.

4. We don't have any SIFE students this year but if they are enrolled they are provided with extra periods of ESL instruction beyond their required instructional units. They will also participate in Title III ESL After-School, AIS Math, ELA and Social Studies After-School, and any other After-School programs designed to improve performance in ESL, ELA and Math. When a SIFE student is in an ESL class they are paired with other students that can help them with specific skills in reading and writing.

When a Newcomer enters the school they are immediately tested in the LAB-R and placed in the ESL program according to what proficiency level they tested at. They are also partnered with another student that speaks the same native language as them. This is done so they are not overwhelmed by the cultural shock. In addition, many visual aids are used to elicit language development. They also participate in the Title III ESL After-School and any other After-School programs offered. All letters for these programs are translated into their native language (if available). To prepare them to take the ELA testing the teacher reviews practice test so students are aware of what the test will look like. They are also taught different test taking strategies to use for reading comprehension and writing responses. Students are also encouraged to attend AIS Math and AIS ELA After – School for extra help in taking the state exams.

ELLs receiving service 4 to 6 years in the ESL program are placed in small groups and instruction is differentiated according to the students specific needs to improve their language development.

If an ELL is in the ESL program for a long term (beyond 6 years) they will receive an extra period of ESL of small group instruction. During this extra period they will receive targeted instruction on improving their reading and writing skills. Throughout their regularly scheduled ESL classes they will be paired with other students that can assist them in improving reading and writing skills.

ELLs that are identified as having special needs as to hearing, visual, behavioral and learning disabilities are taken into account in the ESL classroom. Students with hearing and visual impairments are given preferential seating to accommodate their special needs. Students that are disruptive and have behavioral disabilities are given a behavioral chart and good or bad behavior is recorded. For good behavior, the student is praised. For bad behavior, the student is asked to think about their actions and how they can improve their behavior. Students with learning disabilities are given reinforcement and repetition on the topic being taught with visual aids or educational learning games. Repetition is very important to not only learning disabled students, but to all students.

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?

Paste response to questions 5-14 here

5. Since ELLs are required to take all state exams after being in a NYC school for one year, supplemental services are provided to maximize performance on these exams as well as language development. In the English language we conduct A.I.S. after school programs, which are offered at different times of the year. We have three different A.I.S. programs: ELA, Math, and Science. These A.I.S. programs provide innovative strategies for ELLs to encourage their improvement in academic achievement. In addition, ELLs are also urged to attend Extended-Day to have extra small group instruction to build their English language skills.

6. For students reaching proficiency in English they are placed in the reading program for extra assistance. In addition, they are offered to attend any AIS After-School programs. They are in partnerships in their classroom to assist in the learning process of all content areas. Also, they are given extra-time to take all state exams due to being a former ELL.

7. We will be implementing the Carousel of IDEAS English language development program levels beginner, intermediate and advanced. In Kindergarten, "Land of the Letter People" will be utilized to reinforce letter recognition. In grades K to 5th Bloom's Taxonomy Higher Level Thinking Activities will be taking place first period on Mondays, Wednesdays and Fridays.

8. The programs and services for ELLs are intact with funding pending.

9. All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. Geocaching After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement (pending on Title III funding). The Robotics After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills. In addition, we have a Samuel Field "Y" After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program will provide a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extra curricular activities at P.S. 115Q. We have Art, Music, and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, "The Bulldogs" offered to all 5th graders.

10. The instructional materials in the ESL program include Leap Frog "Language First", Houghton Mifflin "Vocabulary Readers" and Houghton Mifflin "Leveled Readers", Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, Reading Comprehension and Phonics Educational Insights, CAROUSEL of IDEAS and Rosetta Stone programs.

Leap Frog "Language First" is a program specifically for ELL's. The program has 9 different themes, which students could connect to. It's leveled from beginner to advanced reading levels. It provides assistance in improving text to picture connection, expanding vocabulary, reading comprehension and writing mechanics.

Houghton Mifflin "Vocabulary Readers" is produced specifically for children who are reading below grade level. This program is designed to experience nonfiction reading through engaging visuals, vocabulary building, oral language lessons and vocabulary expansion lesson to deepen word knowledge. Houghton Mifflin "Leveled Readers" are geared to raise the achievement of each reader. The texts are diverse to adhere to flexible reading groups to strengthen independent reading, build fluency and expand reading experiences. It also allows students to apply skills and strategies at their own instructional level. Getting Ready for the NYSESLAT and Beyond books are on grade levels from K to 5th grade. These books are used to familiarize students with the structure of the NYSESLAT and the ELA. It has ongoing assessment activities to measure progress in attaining English language proficiency. It also helps ELLs in grades 3-5 to have

an easier transition from the NYSESLAT to the ELA test.

The Carousel of Ideas is an English language development program. It is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction together with a balance of content area readings.

The Reading Comprehension and Phonics Educational Insights programs are exciting hands-on activities that engage students in strengthening their reading comprehension and phonics skills.

With purchasing technological instructional programs such as, the Rosetta Stone software and a SMARTBOARD, students will have high a high success rate in learning English because of its multi-sensory approach that utilizes visual, auditory, kinesthetic and tactile modes. The Rosetta Stone program purchased is from the beginning level of the English language to the advanced level of the English language. This software is designed to teach language using pictures to establish meanings of words and phrases. Grammar, syntax and vocabulary are taught through real-life examples so students will retain the new information. The program presents new information systematically so new words or grammatical forms are easily identified and understood. The SMART Board will enhance learning through interactive hands-on lessons in listening, speaking, reading and writing in the English language. With the SMART Board, students will be actively engaged through their English language learning process.

11. In our ESL program, the student's native language is supported by learning about their language and culture as a class. In addition, students are asked to make connections with English words and phrases to their native language. We also have dictionaries of different languages for newcomers to help assist them in learning English. We also have picture cards in multiple languages to help students increase their English vocabulary by making connections in English and their native language.

12. Yes, required services support and resources correspond to ELLs' ages and grade levels.

13. P.S.115 is looking into exploring the idea of having Project Jump Start for the 2010-2011 school year to assist newly enrolled ELL students.

14. At P.S. 115 the only language program offered to ELL's is the Freestanding English as a Second Language pull-out program where the sole language of instruction is English. ELLs are also encouraged to attend the ELL After-School program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. At P.S. 115 there is only one ELL teacher. She receives on a weekly basis Professional Development emails from the Office of English Language Learners. She chooses which P.D. to go to with discretion to the importance of the workshop. In addition, CEI-PEA under Childrens First Network, the ELL teacher is sent to ELL Professional Development workshops.

2. To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school.

3. Professional development opportunities are offered to all school staff members during Workshops and Staff Development days. These

professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All teachers have a document in their permanent file that states they have received 7.5 hours of ELL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year we hosted a Curriculum Orientation Night. Parents met with their children's teachers and were informed about what their child would be learning this year. There are also 3 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. We also promote an Adult ESL workshop offered at a different school.
2. We have partnership with Community Based Organizations to provide services for the ELL parents. OFEA provides literacy workshops for parents to become involved in their child's education. Early Stages offers parents to accompany during storytelling sessions. P.S. 115 also utilizes the Over-the-phone Interpretation Services when contacting an ELL parent. In addition, we also promote parents of ELLs to attend Free Adult English as a Second Language workshops at P.S. 133Q and P.S. 26Q.
3. To evaluate the needs of the parents they are asked to fill out feedback or questionnaires. In addition, parents also communicate with classroom teacher through the students homework notebook on a daily basis.
4. To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent monthly workshops serving various purposes and needs to support education. There are many opportunities for parents to become involved in their child's school by being part of the SLT or PTA and being a Learning Leader or Class Parent. Also, at PTA meetings the agenda has topics for parents to learn about new programs or ways to help their children do well in school.

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)	2				1									3
Intermediate(I)	3	2	2	4	3	2								16
Advanced (A)	7	1	2	3	6	6								25
Total	12	3	4	7	10	8	0	0	0	0	0	0	0	44

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

	P		2	2	5	5	6							
READING/ WRITING	B													
	I		3	1	5	1	1							
	A			2	2	5	6							
	P		1											

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3		1		5
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

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

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

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

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

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

Paste response to questions 1-6 here

1. New York City Periodic Assessment is an assessment tool that is useful in strengthening every student’s individual needs. The school leadership and teachers use the results of these assessments to differentiate instruction and assist students in having achieved a one-year gain. These assessments are used to pace appropriate instruction. In addition, another assessment tool P.S. 115Q uses to assess the early literacy skills of ELLs is Fountas and Pinnell Benchmark Kit. Teachers use these assessments to see what level of independent reading they are on in relation to what level they need to be on in specific grades.

2./3. Instructional decisions are supported by outcomes from the LAB-R and NYSESLAT. After evaluating these tests, by looking at the scores of each mode for each grade, the need is to strengthen the students’ weaknesses in reading and writing skills. Therefore, the ESL programs’ instruction is focused on rigorous reading and writing lessons.

4 a. On the LAB-R the Kindergarteners scored higher on the listening and speaking subtests, than on the reading subtest. On the NYSESLAT, throughout grades 1 through 5, a pattern occurred. In these grades, the students scored the highest in the speaking and listening subtests than on the reading and writing subtest. In Kindergarten, First and Second grades students scored the lowest on the reading/writing subtest. In Third, Fourth and Fifth grades students scored the lowest on the reading/writing subtest. Students at the Beginner level acquire listening comprehension skills initially. As students move to the Intermediate level they gain confidence in listening comprehension and oral language skills. At the Advanced level, they acquire listening, reading comprehension and oral language skills yet they still struggle in writing conventions.

b. At P.S. 115, the Instructionally Targeted Assessments (ITA's) are used in place of the ELL Periodic Assessments. Teachers are using the results of these assessments to guide literacy lessons and skills that need to be focused on.

c. From the ITA's the teachers are learning that repetition is needed of the following skills: reading comprehension, vocabulary and grammar.

6. P.S. 115 evaluates the success of our program for ELLs according to the test level on the NYSESLAT. In addition, we look at students that didn't test out to see if their scale scores increased in each mode of the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		