



**P.S. 215 LUCRETIA MOTT**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 215 LUCRETIA MOTT**  
**ADDRESS: 535 BRIAR PLACE**  
**TELEPHONE: 718-327-7928**  
**FAX: 718-327-7804**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342700010215 **SCHOOL NAME:** P.S. 215 Lucretia Mott

**SCHOOL ADDRESS:** 535 BRIAR PLACE, QUEENS, NY, 11691

**SCHOOL TELEPHONE:** 718-327-7928 **FAX:** 718-327-7804

**SCHOOL CONTACT PERSON:** SUSAN RIPPE HOFMANN **EMAIL ADDRESS** SRippe@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lois Mann

**PRINCIPAL:** SUSAN RIPPE HOFMANN

**UFT CHAPTER LEADER:** Sheryl Levy

**PARENTS' ASSOCIATION PRESIDENT:** Elise Williams

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 309

**NETWORK LEADER:** PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
Susan Rippe Hofmann	Principal	Electronic Signature Approved.
Sheryl Levy	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes
Lois Mann	UFT Member	Electronic Signature Approved. Comments: Yes
Lakita Middlebrooks	Parent	
Jennifer Rondon	Parent	
Elise Williams	PA/PTA President or Designated Co-President	

\* 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.

**MISSION STATEMENT: It is our mission to inspire educate and connect to each child in our school. Each child will develop into a productive member of society, fostering the qualities of responsibility, vigilance and empathy. Each child will demonstrate a love of learning and the courage to make a positive contribution in our ever changing world.**

PS 215Q is a culturally diverse school, comprised of students in grades pre-Kindergarten through grade five. Located in Far Rockaway, Queens, the majority of students come from private homes and apartments surrounding the school. The school zone encompasses many streets beginning at Beach 25th Street and extending to housing along Beach Channel Drive between Beach 13th and 11th streets. We are proud to have our School Leadership Team agree that our use of uniforms continue, and the selection by parent survey of our new uniform colors, light blue tops and dark blue bottoms allow our students to be proud citizens of the school. Through our collaboration with staff and parent leaders, a uniform company has been selected to insure that our school logo and mascot are pictured on our uniforms. Many staff members also proudly wear their uniform shirts on our spirit days, and in response to parent requests, we will have proud parent shirts available for purchase. Our school Leadership Team, comprised of parents and staff work closely to insure that our work allows us to move toward meeting and exceeding the new Common Core Standards. Central to our work for the 2010-2011 school year is the implementation of a Positive Behavior Intervention System to insure that all of our students have the opportunity to learn the skills needed to work and learn peacefully and collaboratively, and have many opportunities for recognition of the display of these skills. Dolphin Dollars allow students and classes the opportunity to earn rewards and acknowledgement for exemplary behavior. Our PBIS program builds on the work of our school in developing peer leadership skills and our work as a Penny Harvest School of Honor. Students have opportunities to work in partnership with the Queens District Attorney's Office in the STARTRACK program, and our joining with School Safety's All Star Initiative provide additional opportunities to learn about responsible citizenship. We are proud to be a school, which provides services to students with Individual Education Plans in seven self-contained and three integrated team teaching classes. PS 215Q is in its fourth year of integration of the Core Knowledge Program into its instructional program. Students in all grades have integrated elements of Core Knowledge into the literacy and content area programs, supported by a Core Knowledge facilitator. This year, the entire school is integrating the elements of Core Knowledge into its work. The school's Kindergarten students are served in classes that are organized heterogeneously. In grades 1-5, classes are heterogeneously grouped with the exception that in each grade there is one class that is formed with the students who are considered the most capable. Test scores and teacher recommendations are the factors used in forming this class in each grade. All staff are licensed and certified in the appropriate areas. Students in PS 215Q receive Special Education services in Collaborative Team Teaching Classes in Grades K, 2 and 3 as noted above, and in one of seven self-contained classes. There is a Special Education Teacher Support Services Program, as well as Speech, Occupational Therapy, Physical Therapy and Counseling Services for students requiring these services. PS 215Q uses a balanced literacy model

of English Language Arts instruction, and uses Everyday Mathematics, developed by the University of Chicago School Mathematics Project, in order to enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers as its math program, and math instruction is further supported by Math Steps. The school has an extended instructional day.

Selected students in Grades 1 through 5 receive instruction in groups of 10 or less with material and pacing calendars provided by the academic coaches. Technology is of great importance at PS 215Q. Every classroom has at least one computer with several having a cluster of four computers and one printer. The school is fully-wired for the Internet. In addition, Laptop carts are made available for whole class use. Students in Grade Five use Achieve 3000, a technology based, differentiated literacy program, which is web based, to support student achievement. Study Island, a web based program, is used to support learning in the content areas. Students in Grades Three through Five use EdPerformance/Scantron to assess student progress in mathematics and literacy and assign work in areas of need. Our visual arts teacher provides many opportunities for students to create and view art. Students receive Science instruction from one of our two Science teachers. Our physical education program teachers support the implementation and preparation of our students for Fitnessgram activities. Parent-involvement is highly-valued at PS 215Q. The school reaches out to the parents of the student body through the PA (Parent Association), family assistant and other support staff. Our school Title I Parent Advisory Council works closely with our school's Leadership Team to plan activities which motivate and support parental involvement in their children's education.

A glimpse into the rich traditions established at PS 215Q highlights community service. The school participated in the Common Cents 'Penny Harvest'. Children not only raised the money, but then through a "roundtable", determine how the money will be dispersed to various community charities.

Common Cents has honored the school for the past four years selecting it as a "School of Excellence" in the City of New York. PS 215Q is a student-centered school offering students the opportunity to participate in an after-school program, operated by Safe-Space, serving Grades K through 5. The program provides homework help and a variety of other academic recreational activities as this school attempts to meet student needs on every possible level.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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										
<b>School Name:</b>		P.S. 215 Lucretia Mott								
<b>District:</b>		27	<b>DBN #:</b>		27Q215	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			90.9	92.8	TBD	
Kindergarten		84	102	104						
Grade 1		111	102	105	<b>Student Stability - % of Enrollment:</b>					
Grade 2		93	104	119	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		85	93	102			87.8	88.52	TBD	
Grade 4		106	78	89	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		81	95	89	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			81	87.5	93.6	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			11	16	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			3	5	8	
Ungraded		0	1	4	<b>Special Education Enrollment:</b>					
Total		596	611	648	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		47	45	65	Principal Suspensions		20	65	TBD	
# in Collaborative Team Teaching (CTT) Classes		23	27	28	Superintendent Suspensions		30	29	TBD	
Number all others		6	19	28	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants		0	0	0		
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	93	87	103	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	2	14	Number of Teachers	49	50	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	12	TBD
				Number of Educational Paraprofessionals	2	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	81.6	86	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	65.3	68	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	86	TBD
American Indian or Alaska Native	1.5	1.1	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	97.7	TBD
Black or African American	50.8	49.8	50.5				
Hispanic or Latino	43.3	45.3	45.1				
Asian or Native Hawaiian/Other Pacific Isl.	2	1.8	1.2				
White	2.4	1.6	2.3				
Multi-racial							
<b>Male</b>	54.2	51.6	50.5				
<b>Female</b>	45.8	48.4	49.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	52.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	13.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	28.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

PS 215 Queens has demonstrated a dedication to continuous improvement which has shown itself in a number of key areas. With the collaborative work of the School Leadership Team, the newly elected Parent Association President and the school's Parent Coordinator, the students of PS 215 proudly wear the newly chosen school uniforms. The new uniforms, our mascot, the dolphin and the distribution of *dolphin dollars*, are all components of the Positive Behavior Intervention Support program which the school is implementing this year in response to the need for improved supports for students and the concerns of staff about safety and discipline, as noted in the response to the Learning Environment Survey. A committee of staff has planned the initial professional development and with the support of an expert facilitator, will extend the program to include both individual and group rewards. This program is central to insuring that the positive elements of our school culture will extend our academic focus.

PS 215's most notable accomplishments over the past few years have been the integration of Core Knowledge Curriculum into the school's programs, and our continued identification as a School in Good Standing as measured by the New York State Education Department. The school's staff is stable and committed to the learning of our students. The selection of the school by New York Cares Day for consecutive years speaks to the value of the school's work. The school has been selected as a New York Cares Day School of Excellence for the past four years. We support the active participation of parents by the use of School Messenger, which contacts families by phone, with messages in both English and Spanish. Parents are informed of school events and student attendance in a manner which can be logged and contact assessed.

The school's Report Card has an overall rating of D, which is in large part due to the raise in academic standards in New York State. A closer look at the student performance, as measured by the evidence of scale score comparisons, shows that students in grades three and four made progress in mathematics, which was the area of focus of the school's teacher teams during the 2009-2010 school year. Grade Five performance showed slightly less than one year's growth. The performance of the school's subgroups, (English Language Learners and IEP students, especially black male students) showed growth in both math and ELA across the grades.

Growth in ELA was shown in grades three and four, with grade five students demonstrating about one year's progress. The difference in progress for students in Grade Five is a key factor in the school's selection of Grade Five as the target grade for the implementation of Achieve 3000, a differentiated, ELA program, which is non-fiction specific, and allows parents to follow along at home to monitor and support their children.

A look at the various measures of student progress and performance across the grades finds the following: student performance at PS 215 across time, and in individually compared measures show a level of student performance which is slightly below performance of schools/grades citywide (DIBELS, NYS ELA, NYS Math and NYS Science), and a relatively flat line of progress. Questions which involve written explanations, constructed responses, and extended responses are those with which students at all grades demonstrate difficulty.

The challenges which PS 215Q is working to address include the increasing number of special needs students, so that all students are well-supported in their work, the constraints caused by the budget and the difficulty among in communication among parent leaders have which have delayed key parent leadership activities.

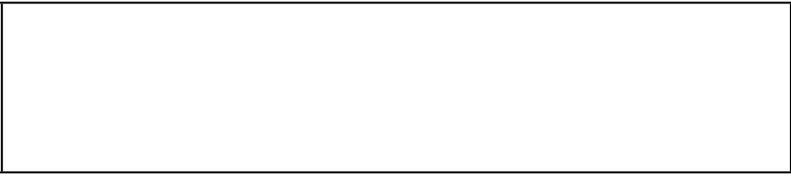
We are confident that support from OFEA will work to support the elected parent leadership, so that the school's plans to support its students can be fully supported for our families.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1 By June 2011, opportunities for parents to be active participants in their children's education will result in an increase of 10% of the number of parents who attend school events and respond to the Learning Environment Survey.	<input type="checkbox"/> Staff and parent leaders will work together to plan and present workshops which are related to parent needs, through collaboration among the Parent Coordinator, Title 1 Parent Representative, Parents' Association Executive Board and pertinent school staff. Opportunities for parents to receive information about their child(ren)'s progress and to provide feedback to teachers will be formally addressed a minimum of three times, outside of the regular report card marking periods, during the school year. Staff and parent leaders will work to identify and acknowledge the input of parents whose involvement is other than attendance at school events.
<input type="checkbox"/> Goal 2 By June 2011, establish a clear and congruent approach to grading work that provides students with diagnostic feedback derived from carefully crafted rubrics closely aligned to State Standards and in targeted grades Common Core Standards, as measured by the grading policy and resources which are developed in teacher working groups across the school year.	<input type="checkbox"/> Teachers will develop and use a grading system which is aligned to NYS standards/Common Core Standards and allows students to articulate where their work is in relation to these standards.
<input type="checkbox"/> Goal 3 Decrease the number of Level 4 and Level 5 infractions by 5%, and increase the number of respondents who rate communication as positive by 5%.	<input type="checkbox"/> Implement positive behavioral supports involving all staff in consistently teaching and reinforcing specific, targeted behaviors, Provide opportunities for staff to share and provide feedback on the implementation of this program. Use differentiated instructional strategies and the development of interim and endterm goals to increase student engagement.
<input type="checkbox"/> Goal 4 <input type="checkbox"/> By June 2011, teachers will develop interim and long term goals for their students which are based on data from multiple sources, and will demonstrate through student portfolios and assessment results the progress made towards these long	<input type="checkbox"/> Teachers will use data from assessment sources, student conferences and work samples to set long and short term goals, differentiate instruction and use writing samples to provide feedback on attainment of grade level understandings.

and short term goals. Goals will reflect the attainment of rigorous levels of work as reflected in the Common Core Standards and integrate the higher levels of Bloom's taxonomy.





## 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**

**Parent Involvement**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 1 By June 2011, opportunities for parents to be active participants in their children's education will result in an increase of 10% of the number of parents who attend school events and respond to the Learning Environment Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Actions/Strategies Timelines:</p> <p><b>September</b> Host Meet the Teacher Evening to acquaint parents with curriculum and classroom guidelines and expectations.</p> <p style="padding-left: 40px;">Provide parents with copies of: Home School Compact, Title I Parent Involvement Plan, School Handbook, Calendar of Important Events, Chancellor's Code of Discipline, School Lunch Forms and any other important notices needed for parent involvement.</p> <p>Hold school rally to kick off PS 215's PEACE Program. Invite parents to be part of the rally.</p> <p>Identify the method with which parental involvement through returns of important school documents will be monitored.</p> <p><b>On Going:</b> Use School Messenger to provide phone information for parents in English and Spanish so that parents can be apprised of school events and student attendance information.</p> <p>Use Parent Surveys to allow parents to provide information about how to best help their</p>

children and give information about ways they can help their child(ren) in school.

In collaboration with the Parents' Association Executive Board and Title 1 PAC, promote shared decision making for School Leadership Team.

Working with the parent leaders, identify ways to acknowledge parent involvement which encompasses activities other than workshop attendance (signing homework, providing 100% percent student attendance awards to parents of those children.etc.)

Through the efforts of the Parent Coordinator and school staff, provide monthly workshops on topics of instructional interest.

Use Student Planners to provide a vehicle for ongoing communication between school and home.

Send Progress Reports based on students' progress in core subject areas, and aligned to NYS/NYC standards on a consistent basis to keep parents apprised of their children's work and progress. Monitor the signed return of these reports.

Schedule monthly assemblies where students' work and progress can be shared with families.

Use opportunities such as Penny Harvest to support parent involvement in school beautification projects.

Provide Learning Leaders Training (coordinated by Parent Coordinator) to increase the number of school volunteers.

Continue the partnership with the Office of Adult and Continuing Education program to provide GED and ESL programs for the adults in the community.

**Target population** All families

**Responsible Staff Members** All teaching staff to prepare presentations for parents on curriculum and expectations; coaches to review materials for grade level congruence, and assistant principals to provide overview expectations to teachers, and to oversee the

preparation of materials packets for distribution to families.

Parent Coordinator to prepare and translate invitations, program materials, and make parent outreach. Prepare school calendars and handbooks. (July-August)

School Leadership Team and Parent Leaders to identify the manner in which the information about parent involvement through participation other than attendance at meetings will be identified and acknowledged. (August-December)

**Target Population** All families

Insure that there are opportunities for families to complete the Learning Environment Surveys.

Provide support for completion of Learning Environment Surveys through the use of trained parent volunteers.

Engage members of the School's Leadership Team in designing and implementing incentives for the completion of surveys which are tied to school's overall incentive program.

**Responsible Parties** School Staff to insure that surveys are distributed, returns are encouraged and monitored.

Parent Coordinator to provide parent outreach, conduct trainings with school staff to support parent leaders, and design incentive programs along side School Leadership Team members.

SLT members design and implement programs of support and incentive to insure the return of the surveys.

**Target population** All families

Insure adequate parent representation on the School Leadership Team.

Work with the Parents Association to conduct informational meetings in September to identify parents who are willing to serve.

Contact OFEA to provide support and training where needed to support parent members of

the School Leadership Team and Title 1 PAC.

Provide opportunities for parent leaders to engage in open communication with the principal and other school staff.

**Responsible parties**

School Leadership Core Team Members to attend parent meetings to discuss the roles and responsibilities of SLT members.

Parent Coordinator to make outreach to families, assist in the preparation of materials needed for parent meetings, organize opportunities for parents and principal to communicate informally.

**Target Population** Families of students identified as Chronically Absent

Schedule parent conferences for students identified as chronically absent in order to determine what support might be needed for the children and/or their families and to reinforce the need for regular attendance (Ongoing, beginning in July)

**Responsible parties** *Principal and Assistant Principals* to identify students and to participate in conferences and follow up documentation. Assistant Principal in charge of attendance to chair monthly meetings and oversee follow up efforts, documentation such as 407 review and completion. Data Specialist to monitor attendance rates for targeted students through the use of ARIS.

*Parent Coordinator:* Contact and coordination of conferences; communication to families and staff about conference outcomes, assistance in outreach to other family supports, translations

Guidance Counselor: Conference participation and organization, assists with chairing of Attendance team, liaison to local support agencies, at risk counseling and support where needed, implementation of incentive and award programs

Classroom Teachers: Monitoring of daily student attendance, office contact for red list children, contact with families of absentee children, participation in monitoring attendance for

awards and incentives, conferences and in classroom incentives for attendance.

**Target Population** Families of Special Needs Children

**Ongoing** Provide opportunities for families to better advocate for their children and to be more involved in the work in which their children are engaged through workshops, conferences, and outreach to increase participation in workshops offered outside of school.

**August September** Identify students in need of behavior intervention plans through the review of IEPs and OORS reports. Schedule parent conferences to review, revise, and/or develop Behavior Intervention Plans for students identified as in need.

**Ongoing** Provide workshops for families on topics which relate to helping Special Needs children, and other topics identified as of interest. Provide training on how to use ARIS Parent Link. Conduct conferences to review and revise behavior intervention plans.

**Responsible Parties**

School Assessment Team to participate in the design, review and revision of behavior intervention plans, to provide support to teaching staff and families in the implementation of behavior intervention plans, to conduct and consult on the completion of FBAs in alignment with SED requirements for baseline information gathering and the use of behavioral checklists and anecdotal forms, provide consultation on designs for behavioral intervention plans and incentive forms.

Teaching Staff and Other School Staff Identify students at risk, prepare and present cases of concern to the Pupil Personnel Team, engage in the use of NYSED approved forms for providing anecdotal, identifying and monitoring baseline behaviors and active engagement in the implementation of behavior intervention plans and incentive programs for individuals, classes, grades and school wide programs, reporting evidence of progress at predetermined intervals.

**Budget** Through the use of conceptual consolidation, all budget sources may be used in the implementation of these goals.

**Resources** School Staff, Office of Adult and Continuing Education, CFN resources, Central DOE, Office of Translations, Google Translator, NYSED websites, UFT and CSA, Learning

	Leaders, PBIS.org.
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Title 1 Parent Involvement Funds to provide for workshops, etc. Fair Student Funding to support School Messenger, Paper for Progress Reports, Surveys and the personnel to assist with workshops during the school day.</p> <p>All funding sources will be used through conceptual consolidation to insure that this goal is addressed.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>Benchmarks/Indicators of Success</b></p> <p><b>Interim Benchmarks</b></p> <p>Percentage of classes with 100% returns of school tearoffs and lunch forms</p> <p>SeptemberTarget 90% End of October 100%</p> <p>Attendance rates for students identified as chronically absent</p> <p>Monthly target 90% or better of the identified students have 90% attendance</p> <p>Parent participation as measured by attendance at monthly events</p>

	<p>Monthly targets to be determined</p> <p>Parent involvement for parents of special needs students</p> <p>Monitored monthly Increase in attendance of parents of special needs students at school events; decrease in Level 4 and 5 occurrences for identified students as compared to the same period in the previous school year.</p> <p><input type="checkbox"/> Parent Involvement Plan will be reviewed quarterly and feedback from workshops and surveys will be reviewed as they are received.</p> <p>The number of students making progress as measured by DIBELS, Acuity, EdPerformance will also be used as a measure of success.</p>
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**Subject Area**  
(where relevant) :

**Instruction - Student Assessments  
and Differentiated Instruction**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 2 By June 2011, establish a clear and congruent approach to grading work that provides students with diagnostic feedback derived from carefully crafted rubrics closely aligned to State Standards and in targeted grades Common Core Standards, as measured by the grading policy and resources which are developed in teacher working groups across the school year.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/> <b>September and Ongoing</b></p> <p><b>Target Population</b> All Staff</p> <p>Provide all staff with copies of Core Common Standards, NYC/NYS Standards, Curriculum Pacing Calendars and Curriculum Maps for all major subject areas.</p>

Develop standard rubrics for each grade level in core areas.

Meet monthly with teacher teams to review the manner in which the rubrics are used and teacher feedback support students' understanding of the work in which they are engaged.

Collect examples and samples of model practice for review and discussion at monthly teacher team meetings.

Identify online resources to support appropriate teacher practice in the areas of grading, provision of feedback and differentiation of instruction.

Conduct inter- and intra- visitations to schools where exemplary practices exist, as budget allows.

Provide feedback for teachers on the use of rubrics in grading, the comments and feedback provided to students and the understanding of these goals students demonstrate.

Provide opportunities for teacher teams to discuss data, the instructional resources available in Acuity, EdPerformance, etc. and the manner in which differentiation is undertaken to support students.

Continue the work of Inquiry Teams on the differentiation of instruction to students who are the most historically struggling and those who are the most capable, as determined by assessment information.

Use learning snapshots, observations and reviews of student work to set and monitor the personal professional goals of all staff members.

Prepare parent guides for report cards which define the criteria for each report card area grade.

Engage the assessment team in the work of insuring the alignment among grade level grading systems.

**Responsible Parties**

Assistant Principals Conduct monthly meetings with grade level teaching teams, assist in the

	<p>gathering of resources to be used in the development of the grading policy, provide feedback and support in the form of oral and written feedback to individuals and teams of teachers using learning snapshots, observations, plan appropriate professional development opportunities based on staff needs, professional development goals and the information gained from the review of student work and assessment information.</p> <p><b>Instructional Coaches</b> Prepare and organize subject specific resources for use by teacher teams, organize grade and class level summaries of strengths and challenges from data sources such as EDM unit tests, Acuity, DIBELS, and EdPerformance assessments as well as writing samples.</p> <p>Provide professional development activities including intra- and inter- visitations, professional reading circles and workshops as needed based on conversations with colleagues, review of learning snapshots and observations.</p> <p><b>Teaching Staff</b> Actively participate in teacher team meetings, gather and share information about student feedback and the impact of the use of rubrics on student work. Monitor student goal attainment through the maintenance of student work folders and assessment binders. Engage in and support the work of teacher teams through offering feedback and suggestions in the development of the grading policy and the impact on student performance.</p> <p><b>CFN Support Personnel</b> Support the implementation of the clear and congruent grading policy and the use of rubrics through the identification of resources and provision of professional development aligned to these goals.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Through the use of conceptual consolidation, all funding streams will be used to support the address of this goal.</p> <p>Staffing to support this goal includes the work of the Assistant Principals, Instructional Coaches, and CFN support personnel.</p> <p>The timeline for implementation of this goal is as follows:</p> <p><b>August</b> Assistant Principals will begin the compilation of support materials for rubrics</p>

	<p>and grading systems, and prepare packets of teacher resources for initial conversations.</p> <p><b>September October</b> Assistant Principals and Instructional Coaches will launch the conversations about the development of the specific rubrics to be used for the core subject areas and explain the process for the development of the grading policy.</p> <p>The teacher assessment team will develop a draft of the proposed grading policy.</p> <p><b>November</b> The Parent Coordinator and Instructional Coaches will present a Parent Workshop which outlines the grading policy, providing samples of work which supports the grades given.</p> <p>Teachers and parents will receive feedback forms to use to give feedback and offer suggestions in reference to the grading policy.</p> <p><b>December - February</b> The Assessment Team will review the feedback forms and revise where needed the grading policy and rubrics used for grading. (This process will be repeated March - May)</p> <p><b>May - June</b> Cross grade meetings will be held to discuss the elements of rubrics and feedback and the congruence among grades.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <b>Indicators of Interim Progress</b></p> <p><b>October</b> Evidence of use of rubrics will be monitored and samples of student feedback will be collected from all teaching staff. It is expected that 100% of classrooms will show evidence of the use of rubrics in one subject area.</p> <p>Learning snapshots and classroom environment surveys used by administrators will be used to gather this information.</p> <p><b>October November</b> Professional development will be provided to teacher teams by instructional coaches, assistant principals and CFN team as available to introduce the common core standards to all staff. Success will be measured by noting evidence of their use in formal</p>

	<p>and informal observations and discussions of student work.</p> <p><b>November and March</b> Report card reviews will include noting evidence of congruence between the grading policy and feedback provided in student comments.</p> <p>It is expected that 50%(November) to 75%(March) of report comments will directly reflect feedback from the areas noted as specific grade level expectations. A scoring sheet will be developed to collect this information.</p> <p><b>February and April</b> Revised grading policy elements will be provided to staff by the Assessment Team.</p> <p>The final products will be the indicator of success for this endeavor.</p> <p><b>June</b> Final revisions to the school grading policy and the specific grade level rubrics will be presented to the School Leadership Team for comment.</p>
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**Subject Area  
(where relevant) :**

**School Culture and Climate Student  
Support**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 3 Decrease the number of Level 4 and Level 5 infractions by 5%, and increase the number of respondents who rate communication as positive by 5%.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/> <b>June 2010</b></p> <p>Volunteers for the school's culture and communication committee meet with CFN support personnel to plan for the implementation of a program of Positive Behavior Intervention supports using resources from PBIS.org.</p> <p><i>Responsible Persons Culture and Communication Team, School Administrators, CFN</i></p>

*Support Staff*

School Leadership Team adopts new uniform colors based on parent survey responses, revises school mission statement and begins adoption of a new motto.

*Responsible Persons School Leadership Team*

Culture and Communication Team plans initial activities for September implementation, including rubrics for behavior, target areas of instruction in behavioral skills, incentives and teaching resources.

*Responsible Persons Culture and Communication Team, School Administrators, CFN Support Staff*

**August - September**

Revise protocols for student removals and the placement of students under SAVE legislation provisions and communicate to staff.

*Responsible Persons School Administrators*

Identify students in need of behavior intervention plans based on IEP, handicapping condition, and/or OORS occurrence information from 2009-2010. Schedule guidance conferences with parents to discuss student needs and behavior intervention plans. Begin parent version of the FBA where necessary.

*Responsible Persons School Administrators, Guidance and School Assessment Team, Parent Coordinator*

Introduce the NYSED forms for use in creating anecdotal records, identifying baseline behaviors and monitoring the implementation of behavior intervention plans for all teaching staff.

*Responsible Persons Guidance Coounselor, School Psychologist*

Provide professional development in the implementation of the positive behavior intervention support program utilizing the Culture and Communication Team during the opening

conference day.

Plan for the integration of the teaching of targeted behavior skills/expectations into the Morning Meeting.

Host positive expectation rally for students and parents.

*Responsible Persons School Administrators, Guidance Counselor, Culture and Communication Team, Parent Coordinator*

Identify staff in need of support in developing student supports as reflected in OORS data from 2009-2010, and provide professional development in establishing routines and student supports within the classroom.

*Responsible Persons School Administrators, Instructional Coaches, IEP Teacher, CFN Support Staff*

In connection with the initiation of the PBIS program and the continuation of the Responsive Classroom/Morning Meeting programs, conduct the Chancellor's Discipline Lessons.

*Responsible Persons All Staff*

Provide all staff with PPT referral forms and process information

*Responsible Persons Guidance Counselor*

### **November**

Plan and implement professional development activities which develop targets for behavioral skills instruction, specialized student support and reward activities.

Celebrate student achievements with half day activities (Repeated in March and date to be determined in June)

*Responsible Persons Culture and Communication Team, Assistant Principals, School Leadership Team, Instructional Coaches, All Staff*

## Ongoing

Conduct weekly PPT meetings. Identify the dates on which the behavioral intervention plans will be reviewed for students who have BIPs. Revisions to the initial calendar will be made based on student/staff need.

Use Wednesday collaboration time to provide opportunities for consultation among staff serving students requiring specific supports.

*Responsible Persons Guidance Counselor, Assistant Principals, IEP Teacher, School Psychologist*

Continue the Peer Leadership, Anti Bullying and Roundtable groups.

*Responsible Persons Guidance Counselor, Peer Leadership Coordinator, Coach*

Monthly review of OORS data and number of individual students, classes, grades and whole school achieving rewards to monitor plan effectiveness.

*Responsible Persons Assistant Principal for Safety, Guidance Counselor*

Identify ways to acknowledge parents of students who have shown great improvement or have demonstrated excellent behavior for specific extended periods.

*Responsible Persons Culture and Communication Team, Parent Coordinator, School Leadership Team*

**May** Data review to identify areas of greatest success and identify next steps.

**June** School celebration of student, staff and parent accomplishments.

*Responsible Persons Culture and Communication Team, Parent Coordinator, Assistant Principals, Coaches, School Leadership Team*

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Through the use of conceptual consolidation, resources to support this plan will be in place.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  <b>Indicators of Interim Progress/Accomplishment</b></p> <p>Monthly the comparison of the number of Level 4 and 5 occurrences between this year and the prior year will be made, with a target expectation of 5% or greater drop.</p> <p>Monthly reviews of the number of student removals/suspensions will be made with an expectation fewer recidivists appearing on the list.</p> <p>Numbers of <i>Peace Days</i> (days without incident on a grade or in a large group area will show an increase for the periods between February - March and April -mid June.</p> <p>The number of respondents who answer the Learning Environment Survey positively in the areas of Safety and Respect and Communication will increase by 5% or greater from the 2009-2010 survey.</p>

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

**Instruction and Assessment**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>Goal 4 <input type="checkbox"/>By June 2011, teachers will develop interim and long term goals for their students which are based on data from multiple sources, and will demonstrate through student portfolios and assessment results the progress made towards these long and short term goals. Goals will reflect the attainment of rigorous levels of work as reflected in the Common Core Standards and integrate the higher levels of Bloom's taxonomy.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

□

**August -September 2010**

Review available school wide data(Acuity, Reading 3D, DIBELS, NYS Testing, Attendance, EdPerformance, OORS) from 2009-2010 to identify (school wide, grade wide, class wide, subgroup) trends.

*Responsible Parties Assistant Principals, Principal, Instructional Coaches*

Use ARIS, SEC and IEP files to develop class profiles which identify the accommodations, if a Behavior Plan is in place and promotional criteria for IEP students, the level of language acquisition of English Language Learners, and students who have chronic absence histories for each teacher's use.

*Responsible Persons Instructional Coaches, Assistant Principals*

Introduce a protocol for looking at data with teachers (Looking at Student Work protocol) and use it to review the NYS test results with teachers in Grade 3-5, and the EDM end of year summaries with teachers in Grades K-2.

*Responsible Persons Instructional Coaches, Assistant Principals*

Review grade level expectations for ELA, Math and Writing as described in the Core Common Standards and NYC Grade Level Expectations

*Responsible Persons Instructional Coaches, Assistant Principals*

Provide opportunities for identified staff to participate in professional development on the use of Acuity and ARIS

*Responsible Persons Instructional Coaches, Assistant Principals*

Compose a year long calendar with identified dates for teacher teams to meet to review data and goal attainment in groups, and for conferences with individual teachers.

*Responsible Persons Instructional Coaches, Assistant Principals*

Set interim and long term goals in ELA, math and writing for all students

*Responsible Persons All teachers*

**October-November**

Schedule personal professional goal conferences with teachers (Interim conferences February-March, and May-June)

*Responsible Persons Principal, Assistant Principals*

**Ongoing**

Provide opportunities for teacher teams to engage in inter- and intra- school visits to observe and develop differentiated instruction strategies.

*Responsible Persons Instructional Coaches, Assistant Principals*

Communicate goals and their attainment with parents through the use of progress reports.

*Responsible Persons All Teachers*

Conduct goal conferences with students at regular intervals, with the intervals determined by level of student need. Insure that students can articulate their goals and next steps.

*Responsible Persons All Teachers*

Provide professional development for staff in Grades 3-5 in the use of EdPerformance in looking at student performance.

Provide professional development in the use of EdPerformance to write IEPs for students in Grades 3-5.

*Responsible Persons Instructional Coaches, Assistant Principals*

Provide feedback on the differentiation of instruction and students' understanding of their learning goals and the steps they need to take through the use of learning snapshots, formal

	<p>and informal observations.</p> <p><i>Responsible Persons Instructional Coaches, Assistant Principals, Principal</i></p> <p>Present case studies of students not making progress to the school's coaches, and Pupil Personnel teams for strategy advice.</p> <p><i>Responsible Persons All Teachers, Instructional Coaches, Assistant Principals, Pupil Personnel Team</i></p> <p>Monitor short term progress of any student whose progress is a concern, for the purpose of holding a support conference.</p> <p><i>Responsible Persons All Teachers, Instructional Coaches, Assistant Principals, Pupil Personnel Team</i></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Through the use of conceptual consolidation, resources will be available to support the implementation of this plan.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <b>Indicators of Interim Progress/Accomplishment</b></p> <p><b>October</b></p> <p>All teachers will have identified long and short term goals in ELA, Math and Writing for all students as evidenced by teacher notes, conferences with Assistant Principals, Instructional Coaches and/or Teacher Team Inquiry Space entries.</p>

Evidence that the goals are being monitored will be measured during individual professional goal conferences as noted in the action plans.

Student progress will be monitored through the use of EDM and Fountas and Pinell assessment results, and the growth in unassisted writing sets. Target goals will be developed in consultation with teachers, instructional coaches and CFN support staff.

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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	18		N/A	N/A	1			
1	30	26	N/A	N/A	5			
2	30	30	N/A	N/A	6	5		2
3	73	47	N/A	N/A	2		5	2
4	68	45	18	17	1		7	2
5	51	37	29	17	5		8	
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p>In ELA, the school has the following academic intervention services: Wilson for students in grades 3-5, who have been identified as being eligible for this intervention using the WADE. Wilson services are offered during the school day to the extent the budget allows, as well as being part of the extended day program, with scheduling based on level of need of the students in each group. In grades K-2 students needing intervention receive support within the classroom through differentiated instruction and grouping by the classroom teacher, with additional support being provided by classroom educational assistants where the class has these personnel. In addition, Grade 3 teachers use results from EdPerformance/Scantron to determine student need for intervention. Intervention for students in Grades 1-3 is scheduled as part of the extended instructional day. Materials used here are selected for appropriateness in meeting student need. Classroom teachers provide intervention through the use of carefully planned learning station activities and through guided reading lessons which take place during the literacy block in all grades.</p> <p>In grades 4 and 5, students who meet the eligibility are served through Wilson during the school day, or during extended day, as appropriate. In addition, students in school day models of intervention use nonfiction programs such as Eye Openers to support reading. Assessments are made through teacher conferencing about students' work, and results from Scantron/EdPerformance, the use of ITA and Predictive information. Materials for those served in the extended day instructional program include appropriate materials determined by the teacher based on student need. Students in greatest need who do not attend the extended day program are slated for attendance in a lunch and learn program, which runs three times a week from December through April. This small group support allows extended instruction to take place in a manner which supports their growth. Title III funds support additional student groupings.</p> <p>Mathematics AIS is provided during the extended instructional day for students in Grades 1-5, with a variety of materials being used to support growth in the various areas of math need. The use of legislative grant funds and Title III funds will allow for additional mathematics</p>

	<p>support to be provided in afterschool programs.</p> <p>Science and Social Studies AIS is undertaken as part of the literacy intervention program and students are served through the development of literacy strategies that support content area learning.</p>
<b>Mathematics:</b>	<input type="checkbox"/> Intervention takes place during the mathematics block for grades 1 - 5 through the use of activities targets to student need, and from resources from Everyday Mathematics, and in Grades 3 - 5 results from Scantron. Students attending extended day activities are provided with mathematics material such as Kaplan Essential Skills, Acuity Assigned Skills and additional activities from Everyday Mathematics.
<b>Science:</b>	<input type="checkbox"/> Science intervention is integrated into the literacy interventions as well as part of the extended day model of instruction.
<b>Social Studies:</b>	<input type="checkbox"/> Social Studies intervention is provided as part of the literacy model of intervention.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> The Guidance Counselor provides at risk services to students, assisting through individual and group activities to share feelings, accept feedback and get along in social and working groups.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The School Psychologist provides at risk services to students, assisting them through group activities to share feelings, accept feedback and get along in social and working groups.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The school has the services of a SAPIS worker two days a week. The SAPIS worker works with students in Grades Three through Five who have been identified as at-risk due to behavioral difficulties, attendance needs or staff or parent recommendation. The students work in small targeted groups.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> None

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

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

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 99**

**Non-LEP 518**

**Number of Teachers 49**

**Other Staff (Specify) Classroom and support**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□ We support our ELL's through our literacy and math programs, as well as the through the use of the Core Knowledge program for content area learning. Our students focus on the strategies for comprehension, using both group assessments such as unit tests and writing assignments as well as individual conferences to determine skills which need to be the instructional focus. We use the pull-out model of instruction in grades K-5, and students are serviced by a licensed ESL teacher, who is Spanish bilingual. We support the needs of a literacy and math coach. The coaches support the professional development needs of the teaching staff. The coaches provide professional development needs via class demonstrations, workshops, text-based discussions for all teachers, including teachers of English Language Learners, special education students in self-contained classes, as well as students receiving related services in all areas of ESL instruction. Our ELL's are supported in periods of instructional minutes as mandated, based on their English Language Proficiency levels. ELL's receive service in a free standing program model, with the amount of service dependent upon language acquisition either 180 or 360 minutes weekly. In this pull-out program, the teacher conferences with classroom teachers to parallel classroom instruction. The Moving Into English Program is used where appropriate to develop literacy learning and the children learn math skills through Everyday Math.

### **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, which supports staff understanding of the elements of the balanced literacy model, its implementation, as well as scheduling of the mathematics block, is critical to the success of the instructional program. Student data and the use of the data in instruction are part of this professional development. Professional development will be made available to staff who work with English Language Learners. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum based on the assessment results for assessments given to their students.

### **Section III. Title III Budget**

—

**School: PS 215 Lucretia Mott School**  
**BEDS Code: 342700010215**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	7283	<input type="checkbox"/> <input type="checkbox"/> The funds will be used for small group instruction to support ELLs in ELA and Mathematics, and to provide opportunities for teachers to meet in small groups to review test data and plan for instruction appropriate for the acquisition of language skills at the students' stages of development.  The funds will support four teachers working 28 hours each, in an afterschool program to run for 16 Thursdays beginning on January 13, 2011.  One teacher will work with a class on each grade (Grades 2-5), alternating instruction in mathematics and English Language Arts to support the students in Grades 3-5 with the skills which are identified as needs through review of the Pearson ELL Interim Assessments and the ITA and Predictives in Math and ELA.  In addition to the four classes taking place on Thursdays, an additional 22.5 hours of instruction will be provided in half hour increments Tuesdays, Wednesdays, and Thursdays from February 2nd through May 13th as a lunch and learn period to provide access to the additional instruction for those students who cannot attend the afterschool program.  A supervisor will be paid for the supervision of this program and will be responsible for the maintenance of all record keeping and professional development related to the program.  42 hours of per session/per diem salary will be used to provide opportunities for linkage and professional development. Teachers of English Language Learners will be compensated for planning and professional development using student work and assessment data

		to plan appropriate instruction for the students.
<b>Purchased services</b> - High quality staff and curriculum development contracts	000	<input type="checkbox"/> Not applicable
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4542	<input type="checkbox"/> The funds will be used to purchase appropriate classroom libraries for English Language Learners and other materials needed for the instruction for ESL Learners . These include the Buckle Down and Rally Goal! materials for mathematics and the Finish Line for English Language Learners series. These will be supplemented by the use of the use of Study Island and Acuity materials which are online resources. Research into the viability of the integration of Achieve 3000 for students on grades three and four.
<b>Educational Software (Object Code 199)</b>	000	<input type="checkbox"/> Not applicable
<b>Travel</b>	000	<input type="checkbox"/> Not applicable
<b>Other</b>	000	<input type="checkbox"/> Not applicable
<b>TOTAL</b>	<b>11825</b>	

## **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.

1. **Data gathered included the logs of the Parent Coordinator in reference to concerns expressed by parents who visited or called her office, interviews with office staff who dealt with parents who came to the office or called the school, comments from Professional Staff about those areas they felt they needed support in assisting families whose language is other than English.**

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.

1. **The major findings were as follows: The school has a number of supports in place to meet family's language needs. These include the number of staff who are Spanish proficient, the dissemination of information in Spanish and English, the availability of translations for homework (upon request) and the number of opportunities provided for parents to be active socially (Bingo nights for parents and children, etc.) The areas of greatest need are for additional personnel for translation on nights where many parents visit the school (Parent Teacher Conferences, Meet the Teacher Night).**

### **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.

**The correspondence generated centrally has translated versions available. The school's correspondence will continue to be translated, with funds for per session being placed aside for peak period use (Report card comment translation, etc.), and for homework translation. Purchase of School Messenger service provides that phone calls to home phone numbers are translated into Spanish.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**As noted above, the school has a number of Spanish speaking staff members who will continue to provide daily translation orally. Funding will be set aside for the entry of parent language data into ATS, as well as to provide additional translators for Parent Teacher Conferences, and other conferences as need to be scheduled. Due to the confidential nature of student information, these translators will be limited to school staff.**

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>.

**Continue current practice of providing all correspondence generated from the school in Spanish. Continue to provide parent workshops with translations available. Provide translations of teacher correspondence and home assignments as necessary. Use the phone services of the Translation Unit when required for lower incidence languages.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$459,676	\$5,559	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,597 plus \$559 for ARRA		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,984	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$45,967	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

n/a

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

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

(See attached)

## **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

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

(see attached)

## **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.

The information provided for students in grades K-3 in literacy achievement is quite a bit enlarged through the implementation of DIBELS in Grades K and 1, the ongoing use of running records and the Harcourt Brace Anthology Mid-Year and Final Assessments and Terra Nova pre and post tests all provide the information about student progress. At the end of the DIBELS beginning of the year testing, 15 students (17%) of kindergarten students were identified as in need of intensive support. 30 first grade students ( 27.8%) were identified as in need of intensive support. Students in Grade Two were identified through the use of reading levels taken in September. For math, we will continue to use the Everyday Math program. In September, a Beginning of the Year Inventory was given to all students to determine each child's level. In addition, Scantron testing will provide information about student progress in grades 3-5. (see Needs Assessment for additional information)

## 2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement are offered across all grades. During the school day, small group instruction is implemented during the literacy block through differentiated teacher grouping and the selection of appropriate instructional activities. The use of Title I funding supports the salaries of one teacher in Grades Two through Five so that the sizes of classes on the grades are not impacted by the budget cuts. Class sizes have remained consistent despite the budget cuts this school year. Students in grades Four and Five identified as not receiving other academic supports during the school day are served by the school's AIS provider. The use of the extended instructional day provides two periods weekly of additional support to students who are identified as at risk. The school provides Wilson supports where students are determined to be eligible, using a number of qualified support staff. teachers work in collaborative teams to assess students' progress and the assignments provided to students. In inquiry teams have targeted small groups of students to monitor their progress.

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.

Effective methods and instructional strategies that are based on scientifically-based research is implemented extensively through our early literacy program, which has been developed through supports provided through the Reading First program. The school's current program includes assessments which include progress monitoring (DIBELS Grades K and 1, EdPerformance/Scantron Grs. 3-5 and Achieve 3000 in Grade Four (selected classes) and Grade 5, and Wilson. Extended instructional time at the end of the day targets students for instruction using their their performance on standards measured by the NYS assessments. The teachers are using the Common Core Standards as a framework for planning instruction.

o Help provide an enriched and accelerated curriculum.

Instruction, wherever possible, will be highly-qualified teachers, appropriately certified. In addition, there will be high-quality

and on-going professional development, aligned with State and City standards. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. Through the implementation of the Core Knowledge program students will be given opportunities to read important literature and learn key concepts across content area. Achieve 3000 and Study Island offer student opportunities to engage in activities which are geared across grade levels.

o Meet the educational needs of historically underserved populations.

To meet the educational needs of historically underserved populations, funding will be coordinated to support all students with services in Literacy and Mathematics. The work of the school's Inquiry Teams has focused on the needs of students from historically underserved populations. Teachers will work in collaborative groups to insure that the progress of all students is being monitored and that adjustments in instruction are implemented as needed. This will allow us to target the interventions and provide information about successful strategies which can be implemented in the classroom as well as in ancillary programs.

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.

Guidance support is provided to at risk students based on parent or teacher requests. The school's Leadership Program has students who have been selected to do so by their teachers and serve as peer tutors for younger students. This is in addition to academic at risk programs. The services of a SAPIS worker two days a week provides at risk services to targeted students in Grades Three through Five who have been identified by the data from OORS, the PPT and/or teacher or family recommendation.

o Are consistent with and are designed to implement State and local improvement, if any.

n/a

3. Instruction by highly qualified staff.

Wherever possible all recruited teachers will be appropriately certified. Where they are not we monitor their progress through Principal counseling, administrator support and Coach.

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.

The school participates in professional development sponsored by the Children First Network and New York City Department of Education.

Additional professional development activities in the area of Special Education have been sought out and when available, purchased from the New York City Special Education Professional Development Services. Funding to support a part time Mathematics Coach and Literacy Coach is undertaken through Title 1 and other sources. The school's two Assistant Principals are partially funded through Title I funding to support ongoing professional development.

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

The school participates in citywide hiring fairs, accepts the assignment of student teachers and screens resumes. The school actively seeks references from Education programs.

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

The school, through the support of the school's Parent Coordinator surveys parents for possible workshop topics. Workshops are coordinated by the Parent Coordinator, family assistants and funded staff to inform parents, develop skills, and demonstrate strategies to assist them in supporting their children, with a focus on the achievement of the Common Core Standards. In collaboration with the Title I Parent Advisory Council, and the School's Leadership team, plan and provide ongoing workshops; conduct Learning Leaders training to increase the number of school volunteers. Distribute newsletters informing parents about events and encourage volunteerism and involvement in school activities. Provide access for all families to the Parent Coordinators' Office, welcoming them to the school community.

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.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of community and transition activities will be planned to support the "moving on" experience. These experiences will be provided for staff, children and parents from Community Based Organizations, Public School PreKindergartens and Special Education Preschools. Invite staff of the preschool and kindergarten programs to participate in exchange visits. Pre kindergarten teachers will develop a list of competencies/skills that Pre Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre Kindergarten standards will also be shared with the Kindergarten staff and supervisors. Schedule a visit or a series of visits to the new school for the children.

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.

Many of the assessments which teachers use are predetermined by the city (Acuity), the parameters of Reading First (Dibels, TerraNova, PPVT). For these, teachers are given the complete assessments, and discuss the implications for instruction, based on these assessments. The teachers receive an hour lunch period each day and in return, use one preparation period to meet to discuss these assessments. Teachers have been offered opportunities to learn to use Scantron to provide a closer look at student performance, based on teacher interest and student need. Teachers were selected to participate in a pilot for Core Knowledge Comparisons which are assessments for early childhood students. Teacher input is given in discussing the value of assessments needed. The opportunity to review which need to be revisited again is ongoing.

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.

□The use of interim goals and benchmark assessments to determine which students who have difficulty meeting the standards are not making progress are identified. Teachers may refer students to the Pupil Personnel Team where questions about students' performance exists. This team meets weekly and teachers are provided with coverage to present the students about whom they have concerns. The Lead Instructional Team meets every week, and as part of these meetings look at students for whom academic performance is a concern. Teachers, as part of a School-Based Option, have one period a week to be used to review student work, plan tasks appropriate to the needs of students and to the Common Core Standards, and to act upon the needs of students for whom difficulties have been identified through classroom assessments, DOE interim assessments, teacher observation and other progress monitoring.

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.

□Those programs which are applicable under Federal, State and Local auspices which are related to the elementary aged students are integrated into the regular school programs.

## **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 specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			289,347	True	Goals 2, 3, 4

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

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

---

### **Part A:**

#### **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.)  
13
2. Please describe the services you are planning to provide to the STH population.  Services provided to Students in Temporary Housing include outreach to parents and social services, in house counseling, all eligibility rights for free meals, assistance with transportation, access to educational and academic support services, access to afterschool programs, and the availability for school supplies and books. Our school parent coordinator has designed parental involvement programs that make a special effort to reach out to parents in homeless situations.

### **Part B:**

#### **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.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_27Q215\_121610-200054.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>309</b>	District <b>27</b>	School Number <b>215</b>	School Name <b>PS 215Q Lucretia Mot</b>
Principal <b>Susan Hofmann</b>		Assistant Principal <b>Howard Thomas Tracy Teach</b>	
Coach <b>Mary Ann Scott</b>		Coach <b>Lois Mann</b>	
Teacher/Subject Area <b>Therese Brignoni/Special Ed</b>		Guidance Counselor <b>Hetha Stephen-Lawrence</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Mirna Flandez</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Johanna Amancio</b>	
Related Service Provider <b>Karen Brown</b>		Other <b>type here</b>	
Network Leader <b>Patricia Tubridy</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>646</b>	Total Number of ELLs	<b>89</b>	ELLs as Share of Total Student Population (%)	<b>%</b>
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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.

Paste response to questions 1-6 here

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

<b>Total</b>	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		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
<b>TOTAL</b>	<b>0</b>																					

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

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>													

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

### 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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week



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

### 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

### 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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?

**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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 215 Lucretia Mott					
<b>District:</b>	27	<b>DBN:</b>	27Q215	<b>School</b>		342700010215

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	36	36	36		90.9	92.8	91.2
Kindergarten	102	104	98				
Grade 1	102	105	109	<b>Student Stability - % of Enrollment:</b>			
Grade 2	104	119	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	93	102	112		87.8	88.5	86.0
Grade 4	78	89	107				
Grade 5	95	89	83	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.0	93.6	95.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	16	14
Grade 12	0	0	0				
Ungraded	1	4	1	<b>Recent Immigrants - Total Number:</b>			
Total	611	648	654	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	45	65	73	Principal Suspensions	20	65	41
# in Collaborative Team Teaching (CTT) Classes	27	28	21	Superintendent Suspensions	30	29	41
Number all others	19	28	31				

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

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	49	50	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	12	11
# receiving ESL services only	87	103	TBD				
# ELLs with IEPs	2	14	TBD	Number of Educational Paraprofessionals	2	4	12

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.6	86.0	87.0
				% more than 5 years teaching anywhere	65.3	68.0	81.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	86.0	85.2
American Indian or Alaska Native	1.1	0.5	0.2	% core classes taught by "highly qualified" teachers	96.4	97.7	100.0
Black or African American	49.8	50.5	45.6				
Hispanic or Latino	45.3	45.1	51.7				
Asian or Native Hawaiian/Other Pacific	1.8	1.2	1.1				
White	1.6	2.3	1.5				
Male	51.6	50.5	49.7				
Female	48.4	49.5	50.3				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	27.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	1.3	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)