



**INSTITUTE OF ENVIRONMENTAL LEARNING  
AT  
PS/MS 15  
  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 10X015**

**ADDRESS: 2195 ANDREWS AVENUE BRONX, NY 10453**

**TELEPHONE: 718-563-0473**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 015      **SCHOOL NAME:** Institute of Environmental Learning @ PS/MS 15

**SCHOOL ADDRESS:** 2195 Andrews Avenue Bronx, NY 10453

**SCHOOL TELEPHONE:** 718 563 0473      **FAX:** 718 563 1568

**SCHOOL CONTACT PERSON:** Tara R. Edmonds      **EMAIL ADDRESS:** TEdmonds@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Shawanda Weems

**PRINCIPAL:** Tara R. Edmonds

**UFT CHAPTER LEADER:** Eugenia Sullivan

**PARENTS' ASSOCIATION PRESIDENT:** Lorrie Bennett & Amada Fernandez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

**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
Tara R. Edmonds	*Principal or Designee	
Eugenia Sullivan	*UFT Chapter Chairperson or Designee	
Lorrie Bennett Amada Fernandez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Judith Velazquez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yvonne Williams	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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PS/MS 15 is organized as a Kindergarten through Grade 4 Elementary School and a Grade 5 through Grade 8, Middle School based on the Middle School Initiative Model. There are two and one - half classes per grade (two general education classes and one Special Education class). Classes are organized heterogeneously throughout the grades and average 28-32 students per class, but vary according to each grade's recommended cap. Our student population as of June 2010 was 577 students. There are four Special Education monolingual classes of 12:1:1. SETTS students meet in groups of five to eight, based on their IEP recommendations, to develop learning strategies that will enable them to achieve a higher degree of academic success. There are 53 ELL students. Our attendance for the current year as of June 2010 was 93.5%.

We are housed in a building complex known as PS/MS 15, and share space with two other schools: PS291, a District 10 neighborhood zoned school servicing students in grades K-4, and PS 10, a District 75 Citywide Special Education satellite program for approximately 100 students. Sharing the educational complex involves programming the use of the library, Auditorium, two student cafeterias, Gymnasium, Outdoor Playgrounds and Amphitheater. It also entails sharing services and providing space for School Based Support Team members, Related Service providers in Speech, Hearing, Counseling, Physical Therapy, Occupational Therapy and SETTS. Custodial, security and medical services in the building are allocated proportionately. The schools also coordinate arrival and dismissal patterns, fire drills, bus and shelter drills and extended day programs. The building is operating at approximately 100% capacity.

"An Institute of Excellence"

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Institute of Environmental Learning @ PS/MS 15				
<b>District:</b>	10	<b>DBN #:</b>	10x015	<b>School BEDS Code:</b>	321000010015

DEMOGRAPHICS										
<b>Grades Served in 2009-10:</b>	<input 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded					
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		93.9	94.4	93.5			
Kindergarten	48	62	69							
Grade 1	56	49	64							
Grade 2	57	51	52							
Grade 3	56	56	68							
Grade 4	49	57	52							
Grade 5	75	58	69							
Grade 6	73	73	57							
Grade 7	99	73	73							
Grade 8	59	99	71							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	4	1	2							
Total	576	579	577							
				<b>Student Stability: % of Enrollment</b>						
				(As of June 30)	2007-08	2008-09	2009-10			
					96.5	99.0	97.9			
				<b>Poverty Rate: % of Enrollment</b>						
				(As of October 31)	2007-08	2008-09	2009-10			
					85.5	85.5	93.2			
				<b>Students in Temporary Housing: Total Number</b>						
				(As of June 30)	2007-08	2008-09	2009-10			
					3	56	2			
				<b>Recent Immigrants: Total Number</b>						
				(As of October 31)	2007-08	2008-09	2009-10			
					1	2	0			
				<b>Special Education Enrollment:</b>						
(As of October 31)	2007-08	2008-09	2009-10	<b>Suspensions: (OSYD Reporting) – Total Number</b>						
Number in Self-Contained Classes	4	5	5	(As of June 30)	2007-08	2008-09	2009-10			
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	2	3	0			
Number all others				Superintendent Suspensions	11	7	0			
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0	
# receiving ESL services only	54	44	63	<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs	6	9	22	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	45	43	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	15	15	15	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	6	
	1	1	0					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0	
American Indian or Alaska Native	0.4	0.2	0.0	Percent more than two years teaching in this school	53.2	75.6	99.0	
Black or African American	15.1	15.5	14.0	Percent more than five years teaching anywhere	42.6	51.1	66.2	
Hispanic or Latino	81.8	81.3	84.4					
Asian or Native Hawaiian/Other Pacific Isl.	2.3	1.9	1.0	Percent Masters Degree or higher	72.0	82.0	81.0	
White	0.5	0.7	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.4	83.6	87.3	
Multi-racial	0	0	0					
<b>Male</b>	44.4	46.5	47.8					
<b>Female</b>	55.6	53.5	52.2					

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<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	---	---					
<b>Other Groups</b>							
Students with Disabilities	✓	✓	---	---	---		
Limited English Proficient	---	---	---				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	5	1	0	0		

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	108.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The major findings and highlights of our school's strengths, accomplishments and challenges are:

- Our school has put into place extremely effective systems to gather student data at regular intervals.
- The needs of special education and English Language Learners are clearly understood and effectively addressed.
- Our school has the highest expectations of students and their, who work to hard to meet them successfully.
- Our students enjoy their classes; work hard and they are encouraged and challenged by instruction which is differentiated to meet individual needs.
- The use of the budget and deployment of staff is managed flexibly to address those areas of need identified.
- We have established good quality instruction and a nurturing atmosphere of mutual respect which enables students to thrive and learn rapidly.
- The administrative team ha a very good understanding of the strengths of the teaching staff and provide differentiated professional development to help teachers meet their goals.

Some challenges that we face are:

- Through inquiry work, analysis and the disaggregation of the data from the NYS ELA Exam, ITA's, Predictives and looking at student work, we see a performance trend in the organization and content of student writing across all grades.
- Ensuring that there is a high degree of consistency between and within departments in terms of recording assessment data.
- Continue to review the progress of sub-groups of students in the school with particular reference to addressing the differences in performance of gender groups.
- Further involvement of the teaching staff in planning and setting timer scaled school goals, relating to students previous performance more closely.
- Continuing the growth and progress in ELA scores for grades 6, 7, 8, along with the mathematics scores.
- Providing parental workshops in ELA, math and middle school.

Some accomplishments of the school are:

- Removal from the SINI list for Grade 8 Math

Since the 2005-2006 school year, our school has been recognized as a school in Good Standing by the New York State Department of Education.

- 2006-07, 2007-08, 2008-09 and 2009-2010 School has received an A on the NYCDOE Progress Report
- The school ranked as the Number 1 Elementary School in NYC for the 2008-09 school year.
- Middle School Chess Team was the Co-Champion for the National Chess Tournament for 2010.

## 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.

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### Annual School Goals 2010 - 2011

**Goal 1.** By June 2011, Students in Kindergarten will produce one piece of work that will embed the common core standards and include the elements of writing.

**Goal 2.** To increase the use of technology in our school by June 2010. This will be evidenced through providing teachers with Professional Development in the use of smart boards, Elmo, and computer literacy skills. By June 2011, 8 classrooms will be equipped with technology and new computer and science laboratory will be operational.

**Goal 3.** To increase parent participation by 5% by the end of the school year, June 2011. This will be evidenced by sign-in sheets, agendas, minutes of meetings and surveys collected at school events.

**Goal 4.** By June 2011, Teachers in grades 3-5 will attend three professional development workshops on how to help teachers analyze student work to improve instruction decisions which will improve student work.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Literacy - Writing

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, Students in Kindergarten will produce one piece of work that will embed the common core standards and include the elements of writing.</b></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><b>Teachers in the early grades will collaborate during inquiry work using a book study group to have conversations about the teaching of writing to students in the early grades. We will use the anchor pieces in the common core standards to look at what the students need to produce standards based work.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>TL Fair Student Funding C4E allocation will be used to purchase instructional supplies and materials.</b> <b>Teachers will read, <u>The Nuts and Bolts of Teaching Writing</u> by Lucy Calkins and <u>Scaffolding Young Writers: A Writer's Approach</u> by Linda J. Dorn and Carla Soffes to support their work. Teachers in Kindergarten through Fourth grade will work with the Coach, AUSSIE consultant, Assistant Principal and Principal.</b></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>	<ul style="list-style-type: none"> <li>• Conferencing Notes</li> <li>• “Kid watching”</li> <li>• Teacher Observations – Formals and Informals</li> <li>• Baseline, Midyear and Year End Data</li> <li>• Published piece that embed common core standards</li> </ul>

Subject/Area (where relevant): Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology in our school by June 2010. This will be evidenced through providing teachers with Professional Development in the use of smart boards, Elmo, and computer literacy skills. By June 2011, 8 classrooms will be equipped with technology and new computer and science laboratory will be operational.</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>Survey coach and Teachers pre and post training on their comfort levels in using technology to support student learning. Set up smart boards strategically throughout classrooms to allow viewing if websites, videos, student-created presentations, and slideshows. Provide PD (Calendar, Docs, Gmail) so the Administrators, Librarian, Math Coach can collaborate and plan curriculum together with teachers, and grade level teams using Google Docs to record and publicize minutes/actions from meetings Create and use School Calendars to coordinate and publicize activities, tasks, meetings, and deadlines Establish a PS/MS 15 Innovations Team to develop and begin implementing a vision statement, Acceptable Use Policy and 3-5 year Technology Plan Work with school administration and the Innovations Team to determine how technology (hardware/software) is distributed throughout school, and plan for upgrading the current technologies through a Technology Plan. Locate and apply for grants to support an on-going Technology Improvement Plan.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Series of workshops, and in-class support. Technology Cluster position x1 AUSSUE Consultant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Surveys to assess attitudes and skills of staff in their use of technology.</li> <li>• Periodic Assessments from Acuity</li> <li>• At least 90% of teachers will log into the website/email daily.</li> <li>• Utilization of technology on a daily basis in classroom instruction.</li> </ul>

**Subject/Area (where relevant):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parent participation by 5% by the end of the school year, June 2011. This will be evidenced by sign-in sheets, agendas, minutes of meetings and surveys collected at school events.</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>Annual survey distributed to determine parent interest and needs. Parent Involvement Policy and Parent Compact are updated annually. Parents are encouraged to join the school leadership team. Parent Coordinator maintains record of Parent Involvement at PTA meeting, PTC conferences, Parent Orientations, celebrations, and miscellaneous school activities. PTA executive board meets with the principal on a monthly basis to discuss activities and to address school issues. Parent Coordinator, Guidance Counselor and School Based Instructional Support Team are available to work with families to become collaborative partners in the school.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title 1</li> <li>• SBST</li> <li>• Parent Teacher Association</li> <li>• Classroom Teachers</li> <li>• Local Businesses</li> <li>• Community Organizations</li> <li>• Parent Coordinator</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review meeting sign-in sheets for parents to see if attendance numbers increase Distribute needs assessment survey to parents for request regarding workshop needs.</p>

**Subject/Area (where relevant): Professional Development**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Teachers in grades 3-5 will attend three professional development workshops on how to help teachers analyze student work to improve instruction decisions which will improve student work.</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>Through inquiry work, grade conferences and professional development workshops, Teachers will analyze student work and as a result of the outcomes, make key discoveries about how students construct meaning of concepts. As a result, teachers will become more purposeful about instructional and curriculum approaches to get better student outcomes. This will take place through workshops, study groups and the turnkeying of information to colleagues.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair Student Funding C4E allocation used for funding purchasing instructional supplies. Teachers, Coaches, Consultants and Administrators will all be involved in the work.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Revision of curriculum guides Teacher Observations Rubrics Inquiry Work Lesson Planning Looking at student work</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	0	0	0	0
1	10	10	N/A	N/A	0	2	0	0
2	10	10	N/A	N/A	0	0	0	0
3	10	10	N/A	N/A	4	1	1	0
4	12	12			0	0	0	0
5	12	2			4	1	0	0
6	29	6			0	1	0	0
7	7	1			1	2	0	0
8	19	10			1	2	0	0
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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>	<b>Students receive small group instruction 4x a week on the morning, using the following materials: Academic Workout, Measuring Up, Kaplan Advantage, and NYS Coach</b>
<b>Mathematics:</b>	<b>Students receive small group instruction 4 times a week in the morning using the following materials: Academic Workout, Measuring Up, Kaplan Advantage, And NYS Continental Press.</b>
<b>Science:</b>	<b>Barrons Review Book – Science Measuring Up Express - Science</b>
<b>Social Studies:</b>	<b>Barrons Review Book – Social Studies</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students meet with the Guidance Counselor 1-2 times a week in small groups of 2-3 or 1:1.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Student is observed and counseled as needed.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Student is observed and counseled as needed.</b>
<b>At-risk Health-related Services:</b>	<b>Not Applicable</b>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 1 - 4      Number of Students to be Served: 33      LEP \_\_\_\_\_      Non-LEP \_\_\_\_\_

Number of Teachers 3      Other Staff (Specify) \_\_\_\_\_

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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## **TITLE III PROGRAM**

### **Description of School Instructional Title III Program**

In order to continue to support the language development of our English Language Learners, we will have an after school program for our English Language Learners in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade during 2010 school year. According to the 2009 NYSESLAT scores, these students need extra instruction in developing their academic English in reading and writing. The program will service 11 students in the 2<sup>nd</sup> grade, 12 students in the 3<sup>rd</sup> grade, 6 students in the 4<sup>th</sup> grade and 8 students in the 5<sup>th</sup> grade. The after school program will allow the English Language Learners to receive additional instruction in reading, writing and test preparation for the NYSESLAT examination. The after school program will be held after school on Wednesdays and Thursdays starting January 20, 2010 and ending May 27, 2011. The students will receive 90 minute sessions on instructional time in literacy and test preparation. Two teams, each team consisting of a certified ESL teacher and a literacy teacher, using exemplary ESL methodologies will expose the students to oral expression, listening, reading, writing, word study and test strategies. The Instructional materials that will be use to teach our English Language Learners will include Attansio & Associates – “Getting Ready for the NYSESLAT and Beyond”, and Phonics and Friends Classroom Set to build decoding and letter sound skills. These materials will be used to help support instruction.

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

In order to address the needs of staff working with English Language Learners, three teachers will participate in an ESL Study Group. The teachers will meet one hour per week for six weeks. In the workshop, we will discuss instructional strategies and methodologies such as graphic organizer, cooperative learning, scaffolding, pair work, phonics, guided reading, writer's workshop, conferencing, rubrics, modeling and using data to drive instruction. We will study Tereel A. Young and Nancy Hadaway, “ Supporting the Literacy Development of English Language Learners” and

Gilbert G. Garcia, “English Learners – Reaching The Highest Level of English Literacy”. The expectation is that the learning in the study group will lead to increased quality of instruction for ELL’s and to enhancement of the after-school program curriculum.

**Section III. Title III Budget**

School: PS/MS 15 BEDS Code: 321000010015

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budget Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$9,878.22</b>	<b>3 teachers @ 3hrs. per week at \$49.89 per hour for 22 weeks = \$9,878.22</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>\$2298.02</b>	<b>ESL Study Group</b> <b>3 teachers at \$49.89 per hour for 6 weeks = \$898.02</b>  <b>Books- “Supporting the Literacy Development of English Language Learners” and “English Language Learners – Reaching the Highest Level of English Literacy.”</b> <b>\$ 35.00 per book @</b> <b>40 books ( 20 of each) x 35.00 = \$1400.00</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$1830.00</b>	<b>NYSESLAT Prep Materials – Getting Ready for the NYSESLAT and Beyond</b> <b>Students and teachers copy for Grades 1-4 =</b> <b>30 books @ \$36.00 = \$1,080</b>  <b>Phonics and Friends – Levels A through C – Classroom Set = \$750.00</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other (Parent Involvement)</b>	<b>\$993.76</b>	

<b>TOTAL</b>	<b>\$15,000</b>	
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## **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**

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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.  
We reviewed our Home Language Surveys, NYCDOE Progress Report Card and the Learning Environment Surveys to assess our school's written translation and oral interpretation.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
Our school report card indicates the 90% of our students are Hispanic which supports our need for Spanish translations both written and oral. This Data is shared with the school community via Faculty Conferences, grade meetings, emails and weekly bulletins.

#### **Part B: Strategies and Activities**

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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. School notices, flyers, calendars, etc. are sent home in English and Spanish. Translation of school information is provided by our parent coordinator, guidance counselor, school aides and assistant principal.
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. Our interpretation services will be provided using our parent coordinator, family workers, guidance counselor, assistant principals, school aides and parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. The following procedures will be provided to ensure the parents who need translation and interpretation services will receive them. These procedures include copies of all school calendars, notices and flyers will be done in English and Spanish, translations for

parents/guardians at school meetings, workshops and conferences will be provided by the parent coordinator, school aides, guidance counselor and family workers.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	551,005	214,078	765,088
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,510		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,5500	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,309	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 83.3%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Title I Parent Involvement Policy**

### **I. General Expectations**

*PS/MS 15* agrees to implement the following statutory requirements:

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

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

1. The *PS/MS 15* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: Parents are an integral part of the School Leadership Team (SLT). These parent leaders serve to motivate their peers. The Parent Coordinator, Eddie Rosado, has initiated several programs to involve parents in school activities to nurture student growth. Such events include the following: an annual literacy fair, a book fair, Chess book plant and parent-orientation meetings for grades K-4 and 5-8.

#### ***LIST ACTIONS***

2. *PS/MS 15* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: This is achieved through SLT activities. Namely, the participation of the Parent Association president, officers, and Parent Coordinator to disseminate information to all PS 15 parents.
3. *PS/MS 15* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) PS/MS 15 will continue with our Community Based Organization, Good Shepherd, to increase parent involvement. Good Shepherd provides family activities at our school that actively engage our parents and students e.g. Talent Night, Charity Food Drive, Family Fun Nights and the annual end of the year program picnic.

#### ***LIST ACTIONS***

4. *PS/MS 15* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: **Learning Leaders, Good Shepard Services.** PS/MS 15 will provide parents with the opportunity to assess the school's effectiveness via the Learning Environment Survey (LES). In addition, the school will assess and evaluate the parents concerns from the survey to implement workshops and programs that will increase parental involvement at the school.

#### ***LIST ACTIONS***

5. *PS/MS 15* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. PS/MS 15 will continue to involve and inform parents about their child's progress and school news through report cards, progress reports, school calendars, school notices, and parent orientation meetings and cook shops throughout the year.
6. *PS/MS 15* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below: Taking an interest survey to determine what that parents are interested in and then providing works that are an outcome of the survey responses. Use the learning survey to analyze and develop a plan of action to address the concerns of the parents.

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. The State’s academic content standards;
  - ii. The State’s student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
- b. *PS/MS 15* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: offering workshops, orientation meetings, and guidance meetings both during the day and evening.
- c. *PS/MS 15* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by: offering workshops, orientation meetings, and guidance meetings both during the day and evening.
- d. *PS/MS 15* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by: Collaborating with local universal head-start program to introduce the application process for entrance to PS/MS 15. We will also
- e. *PS/MS 15* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Materials will be sent home in both English and Spanish in form to provide understanding in the parents native language. In addition, translation services are provided to ensure parents understanding of the materials that are presented regarding their children’s education.

### **III. Discretionary School Parental Involvement Policy Components**

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by increased parent participation. This policy was adopted by the *PS/MS 15* on 11 /10 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 14, 2011.

Principal’s Signature: \_\_\_\_\_  
 Date \_\_\_\_\_

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

**PS /MS 15 School – Parent Compact**

PS/MS 15, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### School Responsibilities

PS/MS 15 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - PS/MS 15 will set high expectations for students and teachers so that all instruction will be based on the State Learning Standards.
  - Students at risk of not meeting Standards will be provided with Academic Intervention Services.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:  
November 10, 2010 and March 16, 2011.
  - Parent/Teacher conferences will be held twice a year, with additional informal conferences schedule as needed throughout the year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 2 times per academic year.
  - Parents will be provided with ongoing information about their child's progress through report cards (3 times in the Elementary School and 4 times in the middle School).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents can request conferences with staff by stopping in at the Main Office to request one, by sending in a note to either their child's teacher or to the office, or by telephoning the school to request it. They can also post a message on the website to their child's teacher or any administrator, requesting an appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents can sign up for Learning Leaders training
  - Teachers will send home a memo requesting parents to indicate their willingness to volunteer and participate in their child's class
  - Teachers will send home notices for Share Days when parents will be invited to observe
  - Teachers may invite parents to informal visits for Parent Teas.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - Parent Coordinator will meet with P.T.A. to gather input and share it with the School Leadership Team
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient

time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- We hold an annual meeting for all parents to inform them of the Title 1 opportunities and programs
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.  
Annual Parent Orientation meetings are held in September for each grade to inform parents of any changes in the school's educational plan, budget allocations and special programs and activities for the school year. Parent Coordinator will organize opportunities for parent input and feedback
  9. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
    - Parents will be informed of the results of their child's performance on the State assessment tests

### Parent Responsibilities

We, as parents, will support our children's learning by agreeing:

**To** become familiar with and support the school safety plan and the school discipline code and other school policies.

**To** be involved with our child's education by attending special classes, school activities and parent/teacher conferences in the school year.

**To ensure** that our child comes to school prepared and on time and is picked up on time. Parents will sign a contract to ensure the above. According to the chancellor's regulation, three latenesses equal one absence and will count against perfect attendance.

**To** send a letter or doctor's note to the child's teacher explaining the child's absence.

**To** communicate with our child's teacher regularly regarding the child's educational needs through notes, telephones conversation and individual conferences.

**To** communicate with our child's teacher and administrators to obtain additional work to prepare for standardized testing.

**To** review our child's class work daily; and to set a specific time for homework to be completed and signed.

**To set** aside a small area (or table) in our home to serve as a family library with a variety of books, magazines, newspapers, dictionaries, etc. This area should include a place for our child to do his/her homework.

**To** monitor the amount of time and the types of books our child reads during the school year (25 books) and to supervise use of computer (internet) in the home.

**To** set a regular hour for bedtime to insure that our child gets the proper rest for school.

**To** read to our child in grades K-2 for a minimum of three hours a week for 15 to 30 minutes a session; and read with or to our child in grades 3-5 for a minimum of one hour and a half a week.

**To** have our child read to you one book a day in grades K-2 and in grades 3-5 one chapter a day.

**To serve** as literacy role model by reading at home and taking our child to the library, literacy classes offered at the school or other community centers.

**To** set aside some time to attend class trips and celebrations and help our child's teacher with other students.

**To** set some time to become a school volunteer through the Learning Leaders Program.

**To** offer our talents and special skills to our child's teacher as a service and resource to the class.

**To** support the efforts of the Parents Teacher Association by making a yearly family contribution and by attending at least three P.A. meetings a year.

**To** take our child on educational trips and family outings throughout the Bronx and the city, especially during the Christmas recess, winter recess, spring recess and summer.

### Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

## **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 School Leadership Team, staff and Administrative Team will review the school Progress Report for 2009-2010 to determine what areas need to be addressed.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    1. A.I.S programming 37.5 minutes Morning Program, Extended Day after school program, Saturday Academy for grades 3 – 8 and Specialized High School Preparatory Test Program for grade 8 students. These programs align staff and student experiences, needs, and ratio to improve academic achievement.
  
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
      1. Renaissance Music Program for Middle School students in Band and Chorus.
      2. Project Arts to supplement current art program.  
K-8 Art Teacher
      3. Cookshop program – for grades K – 2
      4. Mighty Milers Walking Program – K – 4
      5. Jaguar Track Team – Middle School
      6. Opportunities for NYC Gifted and Talented Program
      7. After school programs for Basketball and Dance – Grades 6 – 8, Student Council
      8. Young Audiences – for grades K-3
      9. Seeds to Tree Program – The New York City Parks Department – grade 4
  
    - Meet the educational needs of historically underserved populations.  
Guidance Counselor, SBST, Attendance Teacher, Family Workers, Parent Coordinator help students who need additional assistance.
    - 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.
      1. At Risk students are targeted to receive instruction via – 37.5 minute program and after school programs
      2. CBO partner, Good Shepherd, provider after school program for at risk students
      3. Open access library program
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.  
The administrative team of PS/MS 15 will provide support systems, i.e. buddy teachers, mentors, coaches, etc. along with regional and central support service for staff. In addition, professional development opportunities will be provided to staff to ensure a high level of qualification according to current trends.
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.  
As stated above, professional development in current "best practices" will continue to be provided to all members. Literacy and Mathematics Coaches will also participate in professional development designed for them, which will enable them to offer the best strategies for planning, learning and growth among the staff.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
All prospective teaching candidates are recruited via Citywide and Borowide Teaching Fairs via NYC Teaching Fellows Program and/or the Teach for America Program. All prospective candidates including resumes sent independently are screened and interviewed by the principal, Assistant Principals, and Coaches at PS/MS 15. In addition, demonstration lessons are requested from final candidates.
6. Strategies to increase parental involvement through means such as family literacy services.  
Parent workshops and Orientation Meetings are provided during the year for grades K – 8. Family activity calendars are sent home in English and Spanish. A regular pattern of communication between teachers and parents has been established to convey standards and expectations for students at PS/MS 15.
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.  
Kindergarten Orientation meetings are held in May, June and September for parents. Parents are invited to tour the classrooms and school facilities. The first two days of school are half days for kindergarten students.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
Administrators and Teachers will continue to use and receive professional development in areas of assessment and evaluation. These results will be used to drive instruction to meet the needs of the students. Teaching will use assessment websites, i.e. ACUITY and ARIS to gain information on student performance in literacy and mathematics.
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.  
Students who have academic difficulties are identified at the beginning of the school year via standardized test scores and baseline data. Academic intervention services are allocated based upon this data and instructional strategies are also identified by teachers to meet student needs.

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.

All existing programs at PS/MS 15 are implemented according to state and city goals and objectives. These programs include the core curriculum programs, CBO partnerships, Good Shepherd and NY Road Runners program.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

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

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

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

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There are 5 students living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
The services we plan to provide the STH population are:
  - 37 ½ minutes tutoring session in the mornings (Mon. – Thurs.)
  - Extended Day Program (After school 12x a week)
  - Counseling Sessions (When needed).

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. X015 Institute for Environmental Learning					
<b>District:</b>	10	<b>DBN:</b>	10X015	<b>School</b>	321000010015	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	0	0	0		93.9	94.4	93.5
Kindergarten	62	69	50				
Grade 1	49	64	74	<b>Student Stability - % of Enrollment:</b>			
Grade 2	51	52	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	56	68	55		96.5	99.0	97.9
Grade 4	57	52	72				
Grade 5	58	69	68	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	73	57	67	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	73	73	57		85.5	93.2	93.2
Grade 8	99	71	72				
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		3	56	13
Grade 12	0	0	0				
Ungraded	1	2	2	<b>Recent Immigrants - Total Number:</b>			
Total	579	577	576	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

<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	59	59	47	Principal Suspensions	2	3	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	7	1
Number all others	37	27	35				

*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	47	45	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	15	8
# receiving ESL services only	44	63	TBD				
# ELLs with IEPs	9	22	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	53.2	75.6	92.7
				% more than 5 years teaching anywhere	42.6	51.1	68.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	82.0	87.8
American Indian or Alaska Native	0.2	0.0	0.2	% core classes taught by "highly qualified" teachers	74.4	83.6	83.3
Black or African American	15.5	14.0	14.2				
Hispanic or Latino	81.3	84.4	83.9				
Asian or Native Hawaiian/Other Pacific	1.9	1.0	1.6				
White	0.7	0.3	0.2				
<b>Male</b>	46.5	47.8	48.4				
<b>Female</b>	53.5	52.2	51.6				

#### 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:

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

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	v	v	-	-	-		
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		-	-		
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	75.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	10						

<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)

**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>109</b>	District <b>10</b>	School Number <b>015</b>	School Name <b>Ins. of Envir.</b>
Principal <b>Tara Edmonds</b>		Assistant Principal <b>Jacqueline Medina</b>	
Coach <b>Haydee Santino</b>		Coach <b>None</b>	
Teacher/Subject Area <b>Zulma Torres/ESL</b>		Guidance Counselor <b>Emma Santana</b>	
Teacher/Subject Area <b>Ana Royer/Science</b>		Parent <b>Lorrie Bennett</b>	
Teacher/Subject Area <b>Jennifer Levitt/ ELA</b>		Parent Coordinator <b>Johnny Ortiz</b>	
Related Service Provider <b>Diahn Taylor</b>		Other	
Network Leader <b>Maria Quail</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>576</b>	Total Number of ELLs	<b>53</b>	ELLs as Share of Total Student Population (%)	<b>9.20%</b>
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. Identification of ELL's: When a child is register at the school, the parent is interviewed orally in English/ native language and given a Home Language Identification Survey (HLIS) to complete. The parent is asked questions concerning the child's prior education, extra curriculum activities and the languages he/she uses at home and with friends. The child is interviewed in English and in his/her native language. If the child has attended school, questions are asked about his/her previous education and school records are reviewed. He /she are asked questions about school and extra curriculum activities. This helps to determine his/her strength in both English and his/her native language. The kindergarten students have a half day orientation in a kindergarten classroom with a kindergarten teacher. Activities are planned for the new incoming kindergarten students and the students are observed and interviewed by and ESL teacher. During this time the parents are given an orientation introducing them to the different programs available in the school, the support staff and curriculum. The HLIS survey is reviewed by a certified ESL teacher and the students that qualify are administered the LAB-R within ten days of the registration. Three days after the administration of the LAB-R the parents are notified of the results and asked to come to orientation and complete a Parent Survey and Program Selection. Every year our ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used evaluate the students needs and to help teachers plan instruction to meet those needs.
2. To ensure that parent s understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL the following process is place: Three days after the administration of the LAB-R a letter is written to the parents informing them of the LAB-R test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. During the orientation, parents also complete a Parent Survey and Program Selection Form.
3. Working with the Parent Coordinator, if a parent cannot make the orientation meeting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also informed them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing.
4. Once a student is identified as an ELL and the parent selects the program they want their child to participate in and the child is placed in the program. If the school does not have enough students in the grade (15 or more) to accommodate the parent's request, the parent is given information of schools that have the program they have chosen. All this information is provided to the parents in their native language. If a form is not returned, the child is placed in a Freestanding ESL program.
5. Since 2008, the parents of a preference for English as a Second Language Program (58 surveys).
6. In order to provide the parents with the instructional program they selected for their children, we have an English as a Second Language push in and pull-out instructional model. The students are instructed by a certified ESL teacher.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	14			35		8	4	2	1	53
<b>Total</b>	14	0	0	35	0	8	4	2	1	53

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

**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
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	
	ELL	EP	ELL	EP																
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	12	1	11	12	7	5	1	1					51
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>11</b>	<b>12</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</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 1.

1. In order to support the academic development of our English Language Learners, (ELL), PS/M S 15 advocates an English As a Second Language push in and pull-out instructional model. Each student is serviced one period a day for 45 minutes, five times a week. ESL students in grades K-4, as well as those in grades 5,7and 8 are serviced in a pull-out model. ESL students in 1st and 6th grades are serviced in a push in model. The students are grouped by grade. The students that participate in a pull-out modeled are serviced in small groups by a certified ESL teacher during the day according to grade. The students that are serviced in a Push-In model, the ESL teacher collaborates with the classroom teacher.

2. The ELL's receive one period a day for 45 minutes, five times a week of ESL instruction. The certified ESL teachers implementing exemplary ESL techniques and methodologies will enhance the students speaking, listening, reading and writing skills. During the regular school hours, our ELL's also participate in a comprehensive approach to balanced literacy. Students are exposed to reading, writing, listening, word study and test strategies. The teachers use ESL methodologies to help the ELL's in their classroom. These skills are practiced everyday in a workshop model. Keeping in the Principles of learning and the Conditions of learning in mind, teacher plan for 150 minutes

of literacy instruction in grades (3-5), and 135 minutes for grades six through eight (6-8) . In order to ensure that the students are receiving the ESL instructions minutes they required, the teachers and students are given a program that indicates those periods that are slotted for ESL instruction.

3. In order to make content areas comprehensible in our English as a Second Language Push out program model in grades 5,7, &8th the ESL teacher introduces the students to the different vocabulary and strategies they need to succeed in the different subjects (math, science, social studies). In the Push-In model the ESL teacher works with the ELL's in collaboration with the classroom teacher to provide the students with the vocabulary, strategies( graphs, video, pictures, etc.) they need to make the content comprehensible. In the ESL Instructional Model the following programs are being used Hampton-Brown- Avenues; Thomson/Heinle- Visions, Options- Best Practices, in Reading; guided reading books, leveled libraries, etc.

4. How do you differentiate instructional for ELL groups: After accessing the Speaking, Listening, reading and Writing of ESL students and at present we do not have any SIFE students in our school. After accessing the Speaking , Listening, Reading and Writing of ESL students the and referring to their LAB-R or NYSESLAT scores, the teacher evaluated the students ' needs and provides them with the materials and strategies that will help address does needs.

a. The ELL's will participate in a Push In and Push-out instructional Model with a licensed ESL teacher. The students will meet for 45 minutes 5 times a week. ESL teacher will use instructional strategies to support the development of speaking, listening, reading and writing. In addition, a comprehensive approach to balance literacy will be implemented. The students will have 150 minutes of literacy instruction which will expose them to listening, speaking, reading, writing, word study and test strategies. The skills will be practiced everyday in a workshop format. The students' growth will be monitored through the use of teacher-made assessment, NYS tests, alternate assessment, conferencing, portfolios, etc. The students will also participate in 371/2 minutes, three times a week of intensive reading and writing before school. Appropriate materials that will help develop the students' speaking, listening, reading and writing will be used. During the school year, ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

b. ELL's receiving service 4 to 6 years participate in a Push In instructional Model with a licensed ESL teacher. Working with the literacy teacher, the ELL's needs are evaluated and materials and strategies are used to meet those needs. The ELL's also participate 371/2 minutes three times a week of intensive reading and writing before school. They will also attend the extended day program. The program will be held after school on Wednesday and Thursday s. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

c. Long-Term ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. They also participate in 371/2 minutes, three times a week of intensive reading and writing before school. During the school, the ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

d. ELL's identified as having special needs participate in a Push-out instructional Model with a licensed ESL teacher. They also participate in 371/2 minutes, three times a week on intensive reading and writing before school. During the regular school hours, the ELL's participate in a comprehensive approach to balanced literacy. Students are exposed to reading, writing, listening, word study and test strategies. The students' growth is monitored through the use of teacher-made assessment, NYS tests, conferencing and portfolios.

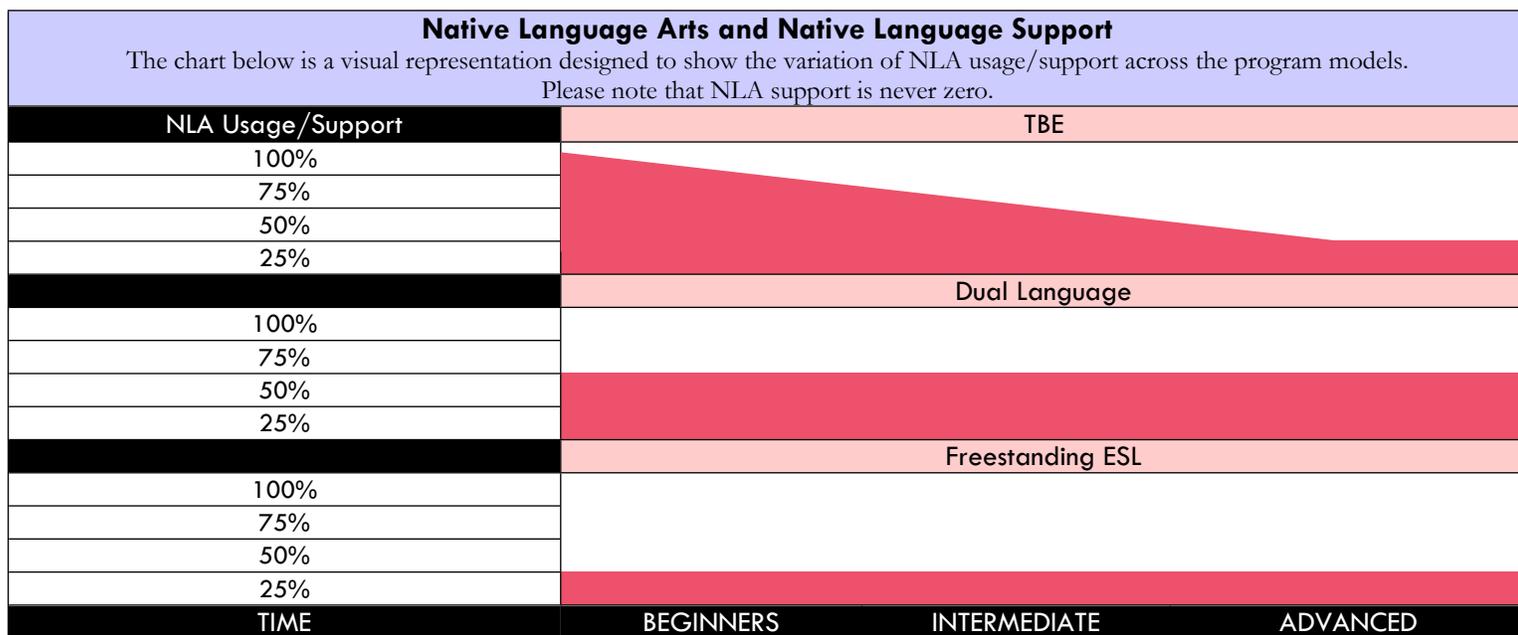
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

- 5. The ELL's participate in a comprehensive approach to balanced literacy. Keeping the Principles of learning and the Conditions of Learning in mind, the teacher plans for 150 minutes of literacy instruction grades three-five (3-5) and 135 minutes for grades six through eight (6-8) every day. The students also receive 90 minutes of math instruction every day. Through the use of NYS tests, teacher-made assessment, conferencing and portfolios the student's needs are evaluated. The teachers work towards meeting the needs through small group instruction, individual instruction, and conferencing. These needs are also met through the 371/2 minutes of intensive instruction three times a week in the morning and their participation in the extended day program for 90 minutes two days a week (Wednesdays and Thursdays).
  - 6. The ELL's are supported through the 371/2 minutes of intensive instruction three times a week in the morning and their participation in the extended day program for 90 minutes two days a week (Wednesday and Thursday s). The student's progress is also monitored and assistance is given through conferencing and small group instruction.
  - 7. For the upcoming school year, we will implement an interactive computer program. This program will allow the students to work on their specific needs with continuous monitoring and evaluations which allow the teacher to see the student's progress and re-teach those strategies that they students need to revisit.
  - 8. The school will not discontinue any programs for our ELL's. All programs will continue in order to continue to support their academic growth of our ELLs.
  
  - 9. Our ELL's are afforded equal access to all school programs both curriculum and extra curriculum. The ELL's participate in the Track Team, Chess Team and all other activities the schools has. The ELL's also participate in the Extensive Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from Knitting, photography, community service, etc.
  - 10. The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues Leveled Books, guided reading books, classroom libraries, listening centers, English At Your Command, intermediate level," Getting Ready for the NYSESLAT" (Attanasio) , "Treasures ", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go to the computer lab. Most of the rooms are equipped with a "Smart Board".
  - 11. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects and stories.
  - 12. Our ELL's learners received all the services they required (Resource, Speech, Counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.
  
  - 13. Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them academically and enforce the language abilities (museums, plays, library activities) and strategies they can use at home to help their children in reading and math.
- 14/ N/A

### 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 N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional Development and support for School Staff

Monthly Workshops are given where teachers learn new strategies and methodologies and re-visit techniques that help to improve their teaching. Teachers have formal and informal observations, informal meetings where their questions are answered and new materials are introduced.

The teachers are introduced to materials, techniques and methodologies that will help them assist the students and help them make the transition. Every month there are workshop where we read and discuss books like: Terrell A Young and Nancy L. Hadaway “ Supporting the Literacy Development of English Language learners”; Gilbert G. Garcia “English Learners – Reaching the Level of English Literacy”. Every year the new teachers are trained in the Jose P. The Assistant Principal attends workshops on helping develop the academic growth of ELL’s and parents. The Guidance Counselor who is certified in Bilingual Education also attends meetings that deal with the concerns and problems that our ELL’s encounter.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parental involvement is demonstrated in various ways. We arrange many activities throughout the school year, which promote active parental engagement. Our activities include, but are not limited to, Back to School kickoffs, Parent/Teacher conferences, school assemblies, workshops, Parent/Teacher Association (PTA) and School Leadership (SLT) meetings. Parents and Guardians are also encouraged to schedule meetings with their child’s teachers, administrators and the Parent Coordinator to address any academic concerns.

2. The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus, and Literacy INC., FLAME CO., Census 2010, Start Strong and etc. which provide health, parental, leadership workshops and educational support. There are also in-house workshops that are offered by our school community to support educational success. These workshops include informational sessions on topics such as promotional criteria, analyzing and interpreting data, report cards, ESL methodologies as well as ARIS and Acuity training. In order to increase participation, trainings are conducted in English and Spanish.

3. The needs of parents are assessed on a continuous basis. Parents consult with the Parent Coordinator to identify areas interest and/or concern. Upon receipt of this information, we are able to address these matters within the appropriate forum. These include Parent/Teacher Conferences, workshops, as well as Town Hall, PTA and/or SLT meetings. As an added feature of support parents are encouraged to reach out to their child’s teacher to discuss any issues of concern. I response, teachers systematically relay the information to the Parent Coordinator as well as the administration so that matters are promptly addressed.

4. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL parents are provided training to support early literacy. We design our workshops to describe methods that can be utilized to support language acquisition and that can be easily utilized by our parents. We also target the families of our 8th graders by providing workshops and the High School selection process to ensure that our parents have the tools necessary to make informed decisions. Therefore, in addition to addressing needs as they arise, we are proactive in order to ensure that our parents are well informed. Lastly, we distribute “feedback” forms at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. These documents are then utilized to inform our parental outreach program.

## 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
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	

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. The following assessment tools are used to assess early literacy skills of ELL’s: ECLAS-2, DRA, EL SOL, teacher-made assessment, conferencing. Using this information we determine what are the needs of the ELL and what strategies, methodologies and materials will be used to best meet those needs.
  2. The data reveals that after three years, the ELL’s have achieved proficiency levels in Speaking/Listening and in Reading and Writing.
  3. After evaluating the patterns across the NYSESLAT modalities, our ELL’s need more instruction in reading and writing in the upper grades (3rd,4th, 5th, 6th, 7th, 8th)and a combination of all four modalities in the lower grades(K,1st).
  4. A. N/A
- B. Describe how the leadership and teachers are using the results of ELL Periodic Assessment.
- c. What is the school learning about ELL’s from Periodic Assisesments

**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		

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

**School DBN: 10x015**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	551,005	214,078	765,083
2. Enter the anticipated 1% set-aside for Parent Involvement:	5510	2140	7,650
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,550	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,100	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Professional Development and workshops**

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

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

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

### **Title I Parent Involvement Policy**

#### **I. General Expectations**

*PS/MS 15* agrees to implement the following statutory requirements:

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

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

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

1. The *PS/MS 15* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:  
Parents are an integral part of the School Leadership Team (SLT). These parent leaders serve to motivate their peers. The Parent Coordinator, Johnny Ortiz, has initiated several programs to involve parents in school activities to nurture student growth. Such events include the following: an annual literacy fair, a book fair, Chess book plant and parent-orientation meetings for grades K-4 and 5-8.

### ***LIST ACTIONS***

2. *PS/MS 15* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:  
This is achieved through SLT activities. Namely, the participation of the Parent Association president, officers, and Parent Coordinator to disseminate information to all PS 15 parents.
3. *PS/MS 15* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)  
*PS/MS 15* will continue with our Community Based Organization, Good Shepherd, to increase parent involvement. Good Shepherd provides family activities at our school that actively engage our parents and students e.g. Talent Night, Charity Food Drive, Family Fun Nights and the annual end of the year program picnic.

***LIST ACTIONS***

4. *PS/MS 15* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: *(Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs)* by:  
PS/MS 15 will provide parents with the opportunity to assess the school's effectiveness via the Learning Environment Survey (LES). In addition, the school will assess and evaluate the parents concerns from the survey to implement workshops and programs that will increase parental involvement at the school.

***LIST ACTIONS***

5. *PS/MS 15* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. PS/MS 15 will continue to involve and inform parents about their child's progress and school news through report cards, progress reports, school calendars, school notices, parent orientation meetings and cookshops throughout the year.

***LIST ACTIONS***

***SUCH AS:***

- *DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED;*
  - *IDENTIFYING WHO WILL BE RESPONSIBLE FOR CONDUCTING IT; AND*
  - *EXPLAINING WHAT ROLE PARENTS WILL PLAY*
6. *PS/MS 15* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. The State’s academic content standards;
  - ii. The State’s student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

***LIST ACTIONS***

***SUCH AS:***

- ***INSTATE AND OUT OF STATE WORKSHOPS, CONFERENCES AND/OR CLASSES;***
- ***ANY EQUIPMENT AND OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS***

- b. ***PS/MS 15*** will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

***LIST ACTIONS***

- c. ***PS/MS 15*** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

***LIST ACTIONS***

- d. ***PS/MS 15*** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public

pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

***LIST ACTIONS***

- e. *PS/MS 15* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

***LIST ACTIONS***

**III. Discretionary School Parental Involvement Policy Components**

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

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

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_. This policy was adopted by the *PS/MS 15* on \_\_mm/dd/yy\_\_\_\_\_ and will be in effect for the period of \_\_\_\_\_. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

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

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b)

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

**Subject/Area (where relevant):** Parental Involvement

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parent participation by 5% by the end of the school year, June 2011. This will be evidenced by sign-in sheets, agendas, minutes of meetings and surveys collected at school events.</p>
<p><b>Action Plan</b></p> <p><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>Annual survey distributed to determine parent interest and needs. Parent Involvement Policy and Parent Compact are updated annually. Parents are encouraged to join the school leadership team. Parent Coordinator maintains record of Parent Involvement at PTA meeting, PTC conferences, Parent Orientations, celebrations, and miscellaneous school activities. PTA executive board meets with the principal on a monthly basis to discuss activities and to address school issues. Parent Coordinator, Guidance Counselor and School Based Instructional Support Team are available to work with families to become collaborative partners in the school.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title 1</li> <li>• SBST</li> <li>• Parent Teacher Association</li> <li>• Classroom Teachers</li> <li>• Local Businesses</li> <li>• Community Organizations</li> <li>• Parent Coordinator</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review meeting sign-in sheets for parents to see if attendance numbers increase</p> <p>Distribute needs assessment survey to parents for request regarding workshop needs.</p>

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  
6. Strategies to increase parental involvement through means such as family literacy services.
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I).

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<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:

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	x			462,845		
Title I, Part A (ARRA)	Federal	x			211,938		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	x			2,490,687		

- 
- **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.

