



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE JACKIE ROBINSON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q015

PRINCIPAL: ANTONIO K'TORI

EMAIL: AKTORI@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Antonio K’Tori	*Principal or Designee	
Joy Peters-Yamuder	*UFT Chapter Leader or Designee	
Sophia Petion	*PA/PTA President or Designated Co-President	
Verstine Thomas	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Eva Holmes LeGrier	Member/UFT	
Eileen Truzzolino	Member/UFT	
Fiona Robe	Member/Parent	
Howard Beedles	Member/Parent	
Renita Jackson	Member/Parent	
Jewel James-Rice	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Technology

One of P.S. 15Q's immediate goal is to raise the quality of education. This requires that elementary schools produce graduates who are literate, numerate and possess the skills which foster learning. Therefore, the use of technology plays its part in this process.

Technology is not only being used to train the children on how to use technology, but used as a supplemental agenda of teaching and learning. Therefore, at P.S. 15Q, all children from grades K-5 are provided with the minimum of 100 minutes per week of technology centered instruction in the 4 major subject areas. The school is equipped with about 100 functioning Internet ready computers.

To increase student use of technology to prepare them for the demands of the 21st Century. By June 2012, all students will acquire basic keyboarding skills; all students in Grades K-5 will have a working knowledge of the Internet.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Target population: K-5; 12:1:1; 12:1; ELL The objectives of technology are to facilitate the teaching and learning process; promote problem solving and critical thinking skills; help in the development of life-long learning; enhance the various learning strategies required to meet the needs of the diverse population in the school system; support the instructional process and classroom administration.

The use of Technology will allow the teachers to increase interest within the classroom; increase the educational gains, especially to support all learning styles as part of differentiation of instructions as they move away from the direct teaching model; increase the voluntary time spent on each task; give students the opportunity to ask questions, seek answers and test answers; teach basic skills; encourage students to develop and use high order thinking skills; offer an expanded horizon: multi-cultural and geographical; prepare students to cope with technology in the real world; teach abstract concepts and complex systems; teach problem solving concepts.

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

The use of technology appropriate to grades: K-2: The use of technology is a major tool to enhance the teaching and learning processes in these grades. Where computers are available, recommended software packages should be used. These are the formative years in

which the teacher should recognize the deficiencies in the prerequisite for language and mathematics and use the computer with appropriate software and other technology to try and rectify the situation. The parts of the computer, care of the computer, do's and don'ts of the computer, and keyboarding must be introduced at this stage. Grades 3-5: Since the computer laboratory is available and sessions are timetabled, then the teacher can use the following suggestions to teach subject in these grades.

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

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

Grade 5: Word processing-composing continues: letters, memos, reports, charts, presentations and projects. Graphics. Drawing and games. Introduction to spreadsheets. Import of “picture, word art and clip art” into word processing and spreadsheet documents. Introduction of simple databases – collect information/data, store information, introduce – fields, records, files, and reports. Creation of charts/graphs from information in the database and/or spreadsheet. Create e-mail account. By the end of grade five, the students should be computer literate, be able to use the Internet, to send and receive e-mail messages, know about computer viruses and spam, hardware and software, netiquette, computer security and privacy, search the World Wide Web and make local and international contacts.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Increased level of performance on CAI tests; ongoing teacher assessment. Accountability will be with the classroom teachers; technology; lab technicians; the principal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy classroom teachers; lab technicians, Project Connect; NYSTL hardware/software allocations.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

SubjectArea: **The Arts**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To provide sequential instruction in all artistic domains through skill-based and aesthetic content instruction. To increase the level of participation in the creative and dramatic arts and in vocal and instrumental music and to integrate these qualities into the curriculum.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target population: Pre-K-5; 12:1:1; 12:1; ELL

Chorus participation for Pre-K-2; 3-5; Instrumental instruction for children in Grades 3-5; use of art in the classrooms to support math and literacy activities; Music appreciation cluster; after school band program by “Advantage”.

Children will show an increased appreciation of the arts; a projected gain of 10% in the numbers of youngsters participating in our programs; additionally measured through informal teacher observations and feedbacks. Accountability will be by the Principal, Assistant Principal, classroom teachers, and Project Arts staff.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Non-profit organizational support (Presbyterian Church of St. Albans “Advantage” band program); Tax levy funds for cluster and Project Arts staff.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Visual Arts

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To nurture an understanding and appreciation of Visual Arts by creating and participating in the Arts and to enhance students skills by knowing and using art materials and resources. Introduce cross curriculum projects making connections between art and history, provide direct instruction in art through African centrism and multiculturalism. Build student confidence and esteem.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target population: Pre-K-5; 12:1:1; 12:1; ELL

Classroom teachers will integrate Art as part of instruction. Students will learn about world renowned historical artists and analyze their work. Teachers will begin with the study of:

- **Vincent Van Gogh's life and selected works of art for the months of October through November.**
- **Pierre-Auguste Renoir or Leonardo da Vinci or Paul Gauguin for the months of December through January.**
- **Piet Mondrian, Pablo Picasso or Antonio K'Tori for the months of February through March.**
- **Michaangelo Buonarroti or Fransisco Jose de Goya or Frieda Kahlo for the months of April through May.**
- **The children will have the opportunity to create their work of art from their own vision for the month of June.**

The children should have the opportunity to research the painter/sculptor, identify a work of their choice – this should be selected with

their parent’s help – and bring the work to class for discussion and sharing. The teacher selects one work for whole class discussion about: color, shade, materials, lighting, genre composition, texture, etc. The children will have the opportunity to create a work of art similar to that of the artist of choice agreed by the class. There should be a minimum of five showcases per child for the school year 2011-2012.

Teachers will expand on the art standards by using outside sources such as The Jackie Robinson Foundation, Queens Library and the Queens Museum to connect to African centrism.

Children will show an increase appreciation of the Arts; testing and performance in school as well as outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Southern Queens Park Association, Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/area: Dance

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To develop physical dexterity and flexibility. Students will gain an understanding of other cultural dimensions and contribution of our diverse cultures and build self-esteem and confidence.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Grades Pre-K-5: Dance teacher will expand on the Art Standards by introducing students to live performances. Dance students will be a part of in-school productions and assemblies. Rumba classes will be implemented. By June 2012, dance students will perform in two productions.

Children will and show an increased appreciation of the Arts; testing and performance through both art displays in school and outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Ballet Teach, NYC Ballet, Virtual Y Created Movement. Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/area: Physical Education

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To have students learn and understand why nutrition, activity and health are important and beneficial toward a long healthy life. Utilizing the Common Core Standards and Vocabulary in planning and practice. Students will identify the importance of daily exercise using locomotor and non-locomotor skills. Students will identify basic body parts and how they function as it relates to physical education and health. The major components of Physical Education include movement exploration, calisthenics, dance, games, and team sports. Students will gain knowledge of the importance of nutrition, safety and environment, injury prevention, mental and physical hygiene and disease prevention. This will create an environment of strong, healthy minds and good sportsmanship towards one another.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target Population Pre-K-5/Staff—P.E. Teacher and Dance Teacher:

- **100% of our students will have 30 minutes of physical education daily through team sports and student activities. Regional programs will be implemented in the areas of (a) basketball (b) tennis (c) track (d) volleyball (e) soccer (f) softball (g) swimming (h) jump rope.**
- **Students will use a variety of equipment to learn basic sports and movement skills.**
- **Standardized lessons addressing the issues of (a) overweight (b) obesity (c) cardiovascular disorders (d) Type II diabetes**
- **Structured recess with work stations.**
- **Nutrition Team (staff/students) who meet once a month with lunch staff to discuss and focus on healthy diet.**
- **Organized events such as Fitness Day.**
- **Students will learn proper eating habits to promote good habits.**
- **Students will learn and understand the function of movement as it relates to the body.**

Implementation Timeline:

- **Grade K-3 standards will demonstrate mastery of basic locomotor skills: run, hop, skip, and jump.**

Basic Skills

1. Standards will dribble a basketball using one/both hands.
2. Students will dribble ball on a straight line.
3. Students will dribble and shoot the ball in a basket.

Movement Skills – Standard 1/January-March

1. Students will walk a straight line.
2. Students will run a straight line.
3. Students will run a straight line forward and backwards.
4. Students will run laps.
5. Students will run laps forward and backward.

Dance – Standards 1,2, 3/April-June

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

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

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

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

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

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

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

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

1. Students will participate in a variety of activities, which include the handling of equipment.
2. Students will learn how to show sportsmanship in various tournaments: i.e., softball, soccer, basketball; in teams of five.
3. Tournaments will be organized and have a safe environment.

Health Concepts Skills Taught:

- **Grades K-1: Physical activity, nutrition, injury prevention**
- **Grades 2-3: Physical activity, nutrition, injury prevention, personal and consumer health**
- **Grades 4-5: Physical activity, nutrition, injury prevention, personal consumer health, community and environmental health**

Topics Discussed in Health that the students will learn:

1. **September: cleanliness**
2. **October-November: body maintenance**
3. **December-January: Nutrition**
4. **February-March: HIV awareness**
5. **April: Family and health**
6. **May: Safety and environment**
7. **June: Disease prevention**

Indicators of Interim Progress and/or Accomplishments:

- **Fitness gram assessments**
 - a. **Height to weight ratio**
 - b. **Endurance**
 - c. **Stretching**
 - d. **Exercise analysis**
- **Teacher assessments, observations**
 - a. **Test/exams**
 - b. **Written assignments**
 - c. **A mid-term and final will be administered to each grade level.**

Strategies to increase parental involvement

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Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

• **Tax levy funds, community leadership support, afterschool program and PTA support.**

ANNUAL GOAL #6 AND ACTION PLAN

Annual Goal #6

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Drama

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To participate and view plays and live performances which may include but not limited to multicultural or African in nature. The plays will be age appropriate. The socially interactive nature of Drama helps to heighten students' awareness of themselves and their environment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

School year 2011-2012: Creating, performing and, participating in Drama and the learning skills gained in a production carry over to other subject areas. We can invite outside theatrical persons as well as PS 15Q staff members to share their dramatic expertise with our students.

Grade 3: Term 1-Story building; Term 2-Creative use of movement; Term 3-Exploring the senses.

Grade 4: Term 1- Inventive Role-Play; Term 2-Creating Dramatic Narrative; Term 3-Exploring Voice for Dramatic Performance.

Grade 5: Term 1- Creating the Play Through Process, Term 2: Culture and drama, Term 3 Establishing Relationships within the Drama.

Children will and show an increased appreciation of the Arts; testing and performance through both art displays in school and outside shows and contest. Additionally, measured through informal teacher observations and feedbacks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Funds, Community Resources and PTA Virtual Y Grants applied for by teachers, NYC Parks Department, Jackie Robinson Foundation and Brooklyn Arts Center.

ANNUAL GOAL #7 AND ACTION PLAN

Annual Goal #7

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Professional Development

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

All teachers will receive high quality professional development and highly qualified teacher requirement. Professional Development will be offered in all content areas, as well as differentiated instruction, classroom management, technology integration, instructional strategies and any other area of need. All professional development will provide teachers with the skills that they need to deliver effective lessons that reach all types of learners. From September 2011 through June 2012, the professional development will continue to be evolve.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Action Plan: All professional development at PS 15 will be continual and effective. The needs of the teachers will be assessed to determine the type, breadth and depth of the training. In addition, teachers will be provided with more time to work with colleagues, to critically examine the new standards being proposed, and to revise the curriculum. Learning communities will be established where teachers will have opportunities to develop, master, and reflect on new approaches to working with children. Critical Friends Groups (CFG) will continue their work of reviewing student work and sharing of best practices. The CFG will create a strong effective group (teachers) to explore possibilities of sharing best practices amongst colleagues. The CFG will ensure that professional development is continual and effective. Common Core standards will be established during professional development to be implemented in class.

Literacy – Starting in September 2011 and continuing through June 2012, Professional Development will be provided on the city wide curriculum for all grades, in addition to the Urban Education Exchange (UEE) literacy curriculum for grades K-5. The UEE /Mifflin Literacy Professional Development will be provided by outside staff developers for ongoing monthly professional support for teachers in

Group A,B,C. These staff developers will continue to be available off site five days a week to answer any questions for staff members.

Math – Professional Development will be provided for the Everyday Mathematics Curriculum for all grades by the assistant principal, classroom teachers who are master teachers within the content area, to include outside staff developers. Professional development will be provided to every teacher on how to use the student data. Grades PreK-3: MCLASS (Mathematics), student work, quizzes, end of the unit assessment, teacher created test, and the pre and post March pacing calendar, instructional strategies, and how to differentiate instruction within the mathematics lesson.

Social Studies and Science – Professional Development will be provided for implementing the content areas into the literacy curriculum. Non-fiction reading will build prior knowledge in the students. Teachers will be developed by UEE professional developers and in house coach on how to infuse social studies and science within the literacy block PreK-5 with the support of an in-house master teacher.

PreK-3 teachers will be provided with professional development in MCLASS and Reading 3D programs, which is the mathematics data analysis program, which correlates to the NYS Mathematics Standards and the New York State Language Arts.

PreK-5 teachers and support staff will be provided with professional development in the Literacy UEE/Mifflin Literacy Professional Development Curriculum and Everyday Mathematics with support from the Assistant Principal, Coach and staff developer on an ongoing basis.

Professional Development will be provided on data analysis including the interpretation of all data that is collected on interim assessments, palm pilot, teacher observations, unit assessment (content specific, skill specific, needs specific) MCLASS, Acuity, and ARIS reports. Responsible staff members will be administrators, coaches, and all teaching staff members.

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Aligning Resources: UEE/Mifflin Professional Developers training, Tax Levy Funds, Teacher in school training by the Assistant Principal, Teacher/Teacher Mentor/Mentee, ICT professional training, interclass visitation, learning walks conducted by administrators and teachers, teacher to teacher and PSO staff developers. Budget will be appropriate to availability through tax levy funds, as well as funds for highly qualified teachers' staff development.

ANNUAL GOAL #8 AND ACTION PLAN

Annual Goal #8

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Mathematics Focus

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Goal: To increase the mathematics achievement levels of all students at PS15Q.

Objective: By May 2012, students in grades Pre-K-5 will test at 75% or higher on end of unit quizzes, as measured by using the Everyday Math and Go Math! learning goals, and the state math strands on their grade level.

Objectives: To achieve, by Spring 2012, a 10% decrease in the number of all tested students performing at Level 1 and a 10% decrease in the number of all tested students performing at Level 2 and a 10% increase in the number of all tested students performing at or above Level 3 on New York State Mathematics Assessments, as measured by student results on Spring 2012 New York State Mathematics Exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Action Plan: Description of Proposed Instructional Strategies for Mathematics Components of the Comprehensive Instructional Approach for Mathematics.

Grades Pre-K-5:

Instructional Materials/Texts: Everyday Mathematics/Go Math!

Planning Guide – Monthly Focus Pacing and Alignment Calendar

Math Block: 90 minutes – Grades K-5

- 5 minutes reciting of multiplication tables
- Warm Up
- Direct Teaching – Mini-Lesson
- Practicum – Independent Activities
- Extra Practice/Enrichment

- Games/Skills Practice/Test Prep
- Ongoing Assessment: Weekly Multiplication Test, Students Work; Periodic Assessment – Monthly Quiz, Mid-Year Quiz, End-of-Year Assessment

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the principal, assistant principals, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing Professional Development for teachers, assistant principal and school administrators.

Everyday Mathematics (K-5) is a standards-based mathematics program, which promotes repeated scaffolding of mathematics concepts and skills in order to support students mastery at all levels.

Math Steps (K-5) and Empire State Mathematics September to March (3-5) will be used as a supplement to Everyday Mathematics. These materials focus on skills and concepts to provide students with additional support opportunities in developing mastery through ongoing practice.

Go Math! Extra Reinforcement to help with various math skills and is aligned with the Common Core Standards.

Pre-K

Some of the concepts they will be learning are numbers, time, months of the year, money and its value, classifying and ordering such as size, shape and value.

Numbers will be learned in conjunction with other activities that will be done for them to understand the concept. As they are learning the parts of the body numbers will be incorporated such as 1 nose, 1 mouth, 2 eyes, 2 hands, 2 feet, etc. When they are learning about the different types of weather (sunny, windy, raining, hot, cold, etc.), we will incorporate the time concept of morning time, lunch time, nap time, dinner time and bed time. Money and its value will be taught when the children learn about earnings of the family. We will incorporate things we buy, money and its value; how parents get money and places we spend money. Activities would include displaying of coins and notes and talking about them. A role play could be done with the cashier and customers. Naming and counting up to four (4) things in the shopping cart. Use fingers to demonstrate the numeral 1, 2, 3 and 4. Identify sounds associated with jingling of coins of different sizes.

Listening to sounds of different things drop on the floor and the sounds our body parts make when we clap, stamps, snaps, taps (1 to 4 times) or jump one, two, three, four times.

To be able to identify coins or notes of different values. Classifying and ordering the coins and notes by size, shape and value. This will aid with the appreciation for things provided by the family – food, clothing, furniture, toys, etc.

Number Model: Distribute play coins and notes and setup a shopping area. Students can collect and bring imitation items for the shopping area. Let them observe shapes of numerals 1 and 2. The student will collect 2 objects from the shopping area. Model 2 coins to buy 2 mangoes. Note the shapes of the coins. Model numeral 2 and 3. One to one matching – 2 apples to 2 apples, 2 cents to 2 cents, etc. Put outline of paste on paper and have students put 1 or 2 objects on the paper. Display on wall with child's name. A very useful way to identify months of the year is by identifying months in which birthdays fall (use calendar). You can incorporate the birthday cake in terms of size, shape and color. Use fingers to demonstrate numeral 1, 2, 3 and 4.

Kindergarten-2: Students will be learning the concepts relating to counting and cardinality, operations and algebraic thinking, measurement and data as well as number and operation in base ten. Time will be allotted based on the understanding of the material. Different strategies will be used to develop their understanding of the four operations (add, subtract, multiply and divide).

Grades 3-5:

Grade 3: Focus will be given to critical areas such as strategies for developing and understanding multiplication and division within 100, fractions, especially unit fractions, (understanding numerator and denominator) rectangular arrays and of area as well as analyzing two-dimensional shapes.

Grade 4: Students will focus on developing and understanding multi-digit multiplication, dividing to find quotients involving multi-digit dividends, fraction equivalence, add and subtract with like denominators, multiply fractions by whole numbers, as well as geometric figures analyzed and classified based on their properties, such as having parallel in perpendicular sides, angles and symmetry.

Grade 5: Students will continue to build and remain focused on developing fluency with adding, subtracting, multiplying and dividing fractions. This will be extended to 2-digit divisors, integrating decimal fractions into the place value system as well as developing and understanding of operations with decimals to hundredths and fluency with whole number and decimal operation. Instruction time will also be allotted to developing and understanding of volume.

Responsible Staff: School Administrators, Classroom Teachers, Para-Professionals and Cluster Teachers.

Indicators of Interim Progress and/or Accomplishment: Monthly Mathematics Strand Quiz, mid-school year and end-of-year assessments. Increased student performance in Mathematics on the New York State Examination.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Aligning Resources: Tax Levy Funds, Appropriate Textbooks, Title 1 Funds – Title 1 Students, Teacher in school training by the Assistant Principal, Teacher/Teacher, Mentor/Mentee, Budget will be appropriate to availability.

ANNUAL GOAL #9 AND ACTION PLAN

Annual Goal #9

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: English Language Arts Focus

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Goal:

- To increase the reading achievement levels of all students in PS 15Q.
- Implementation of the Common Core ELA Standards.

Objectives: By May 2012, students in grades PreK-5 will read a minimum of 25+ books on their grade level, as measured by a reading response log.

Objective: To achieve, by Spring 2012, a 10% decrease in the number of all tested students performing at Level 1 and Level 2 and a 10% increase in the number of all tested students performing at or above Level 3 on the City and State ELA Assessments, as measured by student results on Spring 2012 New York State ELA Exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Description of Proposed Instructional Strategies for English Language Arts

- The Common Core framework of the ELA Pacing Calendar, utilization of Saturday Holiday School Agenda to move ELA scores.

Components of the Comprehensive Instructional Approach for Reading and Writing:

Pre-K

Some of the skills set out for Pre-K are speaking, writing, listening and manipulation.

Speaking: Identifying and naming objects and people in the classroom. The purpose of this skill is to help the students to adjust to the classroom

environment and to get them familiar with speech patterns other than their own dialect. In doing this they will be able to identify same and different. Their attitudes will change when they adjust to the new environment and other children. They will get a sense of belonging and develop confidence in Speaking.

Have conversation about me – myself. Who am I, when and where I was born, my age, my name, my birthday. Things I do at home, things I like and things I do not like. This can be incorporated in a sentence. I am Jane Doe, I am 4 years old, I live with my parents, I can walk, jump, run, sit, eat, etc.

Another activity the teacher will do is showing parts of the body. Let the children show arms, legs, eyes, ear, face, elbow, right hand, left hand, mouth, nose, etc. Afterward group the children. Distribute large sheets of paper to each group and let one child lie on his back on the paper. Others trace around him. Cut out and have the children label parts of the body. Cut out and display on wall with child's name.

Listening: Identifying sounds inside and outside the classroom as well as identifying sounds of objects in the classroom and source of sounds. The purpose is to provide the students with experience for listening to sounds. This will help them to develop the habit of listening to sounds in the classroom as well as to encourage the students to listen to and identify sources of sounds in the environment. The concept of alike and different versus loud and soft can be learned. This will promote their willingness to listen or imitate sounds as well as to find out who or what is making the sounds.

Manipulation: Gross Motor Skills and Fine Motor Skills. The aim is to develop use and control of large muscles as well as fine motor development, muscular control and coordination. Such concept as in/out, up/down, behind/beside, left/right and on/under can be taught. This will lead to the willingness to move body parts as directed such as to throw and catch a ball.

An activity the teacher will do is to setup the following areas: Home, Toy, Pet, Plant, Computer, Library, Mystery Box and Sand Box. The teacher will introduce the students to the activity area and encourage playing in the areas and building up conversation. The children will also tour to the classroom. Take the children **in** and **out** of the classroom for them to see the new place. When doing this, name the objects seen and compare them to things at home. Which ones are the **same** and which ones are **different**. Some things are **big** and some things are **small**. Some things have different **color, shape or size**. Some things are **in** the classroom and some things are **out** (meaning outside) the classroom.

Grades K-2:

Instructional Materials: Classroom libraries, fundamentals/Wilson, Storytown-Houghton Mifflin, Reading A-Z books, UEE-Urban Education Exchange Website, guided reading sets, monthly reading-writing pacing calendar, Starfalls, and mCLASS Reading 3D activities.

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

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

Additional Support for Students (when necessary)

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

Grades 3-5:

Instructional materials: Classroom Leveled Libraries, Novel study sets, Acuity, Common Core Framed Pacing guides-Monthly Units of Study in reading and writing, Seven Literacy Protocols, UEE-Urban Education Exchange Comprehension Website, and Reading A-Z.

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

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

Additional Support for Students (when necessary):

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

Components of a Balance Literacy Program: The Literacy Framework

1. Read alouds:

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

2. Textual Analysis

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

3. Guided Reading:

- Small group classroom instruction. Teacher works with a small group in guided reading reinforcing skills and conferring with students for instruction. Teacher is guiding or supporting students with decoding, comprehension, vocabulary, and fluency.
- **Resources:** Houghton Mifflin sets, classroom collections, and Reading A-Z books, and Literacy Coach.
- **Frequency:** Teachers meet with at least one-two groups a day during center time and/or independent reading time 10-20 minutes per group.

4. Independent Reading and Responding:

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

- **Resources:** Anthologies and Storytown books, Reading A-Z books, Classroom libraries.
 - **Frequency:** Daily approximately 20 minutes.
5. **Shared Reading:** Teachers use Big Books, poems, songs, articles, and/or class book sets to focus on phonics or fluency. Entire class either listens to the teachers or follows along. The text is chunked by the teacher to model specific reading and writing strategies.
- **Resources:** Anthologies, Practice Books, UEE Books, Storytown Books, Articles, Clippings, Reading A-Z Books, and Literacy Coach.
 - **Frequency:** 2-5 times a week depending on grade level for approximately 5-20 minutes.
6. **Phonics/Vocabulary/Spelling:** Explicit instruction on the alphabetic principal: letters, sounds, blends, diagraphs. Explicit instructions to help students learn how to decipher meaning of new words and expand words.
- **Resources:** Houghton Mifflin-Storytown, UEE Skill Activities and Independent practice, Reading A-Z, Study Island, Foundations, and Reading 3D activities and programs, and Literacy Coach.
 - **Frequency:** 2-5 times a week for 5-15 minutes depending on grade level and instructional skill being taught.
7. **Conferencing:** Teachers meet one-on-one with students to assess students for instruction and support weekly during independent reading. Teachers' follow-up with next steps for each student.
- **Resources:** Teacher choice templates provided by Literacy Coach and/or Teacher-Made templates, and Literacy Coach.
 - **Frequency:** Daily – at least 5 children per day. All conferences are recorded on an individual student log sheet or in a conference book.
8. **Writing:** Utilization of the writing process, use of editing/revising techniques to prepare a literary final essay, Monthly Genre Writing, Book of the Month Responses and Activities, UEE Writing skill focus, and Storytown Writing Connection. Students maintain work folders, Writer's Notebooks, and portfolios which reflect students' ideas, insights, reflections, and best pieces of writing.
- **Resources:** Houghton/Mifflin, UEE, Book of the Month lesson, Literacy Coach.
 - **Frequency:** Daily 20-30 minutes depending on instructional skill being taught.

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

Technology Programs:

- Student Island: All PreK-5 students use the R&R Reading Program at least two times a week which focuses on phonemic awareness, fluency, text comprehension, and writing on the computer.
- Starfalls: PreK-1 students use Starfalls phonics and story programs to master letter, sounds, and words.
- mClass Reading: Palm Pilot one-on-one reading activities and assessment program based on the Big Idea in Beginning Reading: Phonemic awareness, alphabetic principle, accuracy and fluency, comprehension and vocabulary.

Special Education Grades PreK-5

- General education teachers will review each student's IEP in order to select reading materials at, or slightly above their reading level, to

support the child's success in the classroom.

- Teachers will continue to update the parent and school assessment team at the student's meeting or exceeding the instructional reading level.
- All general education teachers, special education teachers and related service providers will, within one year, and according to the prescription and modifications of K-5 students' Individualized Education Plans, follow these instructional strategies:
- Participation in Assessments: some Special Education students will participate in New York State Assessments with accommodations which will be used consistently throughout the school year. General education and special education teachers, as well as support staff, will administer the tests.

State and city tests, teacher assessment, periodic city assessment, Palm Pilot technology, assisted testing with skills centered results, monthly ELA quizzes, mid-year and end of year assessments, New York State Examinations, are all indicators to make sure that Special Education students master the material. All monthly, mid and end year assessments are modified to meet the students' Individualized Education Plan.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy and other resources, such as Title 1 and Title 1 ARRA. Funding is appropriately allocated through the State Education Department. Some tax levy funds are utilized and there are additional state funds for Special Education Services; ie, Speech, Occupational and Physical Therapy.

ANNUAL GOAL #10 AND ACTION PLAN

Annual Goal #10

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Social Studies

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To enable students to demonstrate knowledge of history, geography, social, economic, and cultural backgrounds of the people of the United States and other nations of the world and to encourage understanding and appreciation of diverse groups of people, their cultures, and contributions, representing our community and city through interdisciplinary teaching/learning strategies. Utilization of Common Core Standards and essential questioning in instruction,

Provide students with the tools and experiences necessary to study history critically, and become active citizens in our global community. To enrich and improve proficiency in the social studies content area.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target population: Pre-K-5, 12:1:1, 12:1, ELL

Continued teaching of social studies through content areas. Continued utilization of the 100 Books and Book-of-the-Month programs to foster more social studies reading. Use of our two internet labs to support student knowledge of current events. College Day, Career Day and other multicultural programs. Full utilization of social studies nonfiction texts as supplied by the Department of Education. Museum experiences such as Schimberg Library, Frederick Douglass and History in Motion visiting exhibits. Cooperative Learning and interdisciplinary projects involving social studies using correlations in reading materials and assignments; contest/competitions involving social studies and multicultural areas, e.g., Women's History, Black History, Vocabulary Contests, Map Contests; updating of maps, globes, social studies textbooks; relating social landmark field trips and library research in the development of reports and projects; Staff Development in areas of interdisciplinary student, cooperative learning, multiculturalism and geographical study; Support program of assemblies; continued updating in Multicultural books/materials for the library; use of the media center as a resource for individual projects.

Grades Pre-K-2: Students will begin to develop awareness about self, family, neighborhoods, and communities large and small. **Grades 3-5:** Students will be introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the western hemisphere (North and South America, etc).

Grade 3: Students will utilize the concepts of family and community taught in Grades Pre-K to 2 in familiarizing themselves with world communities. Students will be able to: use geography skills to locate and describe various landforms around the globe, locate the five oceans and understanding how these features shape different societies. Compare/contrast different societies (their beliefs, customs, culture). Understand key world events, past/present. Historical figures of the world and how they affect different societies. Evaluate various government systems.

Grade 4: Students will understand key geographic, cultural, historic views of New York State. In understanding key components, students will be able to: label key geographic features of New York State on a map. Understand the concepts of New York's government. Review key historical events that help shape New York State. Respond to the role of a New York citizen.

Grade 5: Students will understand and interpret key events in United States history. Students will also be able to : compare/contrast various maps, explain different geographic features, learn different explorers in American history, key documents in American history, historical American figures, understand responsibilities of a United States citizen, and the components of the United States government.

All Grades: To prepare students to become life-long learners, who construct authentic inquiry, read critically, evaluates information and takes action. Student Council class presidents represent student body utilizing the democratic process. Virtue of the Month to build character development. Book of the Month provides excellent opportunity to showcase moral and civic responsibilities in action. Weekly current events to insure students are in tune with things happening around them. Civic Leadership Saturday program to promote leadership and citizenship responsibilities. Trips: The Museum of Natural History, City Hall; Albany for Lobby Day.

Teacher Assessments, primary/secondary source assessments, constructed response/DBQ writing assessments, Social Studies Fair, observations. Accountability/person responsible – classroom teachers, principal and assistant principal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy classroom teachers; NYSTL funds; internet access.

ANNUAL GOAL #11 AND ACTION PLAN

Annual Goal #11

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Subject/Area: Science

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To emphasize a Science program which will utilize the Common Core Standards to foster hands on student learning with effective engagement and practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

PreK - Kindergarten is the beginning of the discovery stage. Students will learn about trees through the seasons and explore properties such as wood, paper and fabric as well as animals. The student will gain an understanding of these different FOSS by June 2012.

Grade 1: Students will continue to focus on the diversity of animals such as insects. Properties of matter will be introduced where they will learn about solids and liquids. They will continue to explore nature in terms of weather and seasons.

Grade 2: Students will remain actively engaged in the discovery of earth materials such as pebbles, sand and silt. The instructional learning will continue to look at a different FOSS-Balance and Motion and New Plants.

Grade 3: Students will be able to explain natural phenomenon's, earth/universe and their systems, structures, processes, understand the systems, order, organization, bones, muscles and skin of the human body. Understand/recognize the various facets of physical science. Learn the environmental factors, life cycle, basic properties and components of plants and soil.

Grade 4: Students will focus and understand: energy magnets, electricity, matter, fossils, animals and humans (their behaviors/adaptation in different environments). Earth and the universe observations, lab evaluations and written responses which focus on the State Science Exam. Hands on experiments with Harcourt Mifflin, practice science inquiry tools to measure things (volume), grow plants, test theories, analysis.

Grade 5: Students will be able to utilize prior/present skills to understand: weather and climate, the shaping of landforms (as it relates to the earth), forces and motion, ecosystems and their connection to animals, humans and organisms.

Teacher Assessments, lab study, mid-term/final, 4th Grade Science State Exam, Science Fair.

Accountability: classroom teachers, principal and assistant principal

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy classroom teachers; internet access

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	0	0	0
1	46	31	N/A	N/A	6	0	0	0
2	67	57	N/A	N/A	10	0	0	0
3	55	43	N/A	N/A	11	0	0	0
4	31	20			15	0	0	0
5	49	34			11	0	0	0
6								
7								
8								
9								
10								
11								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>We have implemented several AIS reading intervention programs in grades PreK-5 which focus on assisting struggling readers, reluctant readers, avoidance readers, and ELL’s by engaging our students in the student of literature and language. All grades PreK-5 use the Urban Education Exchange Program (UEE), a comprehension skills literacy program, daily during their 100-minute literacy blocks. UEE is designed to help readers focus on comprehension/skills instruction with the whole class, small group instruction, and one-to-one instruction.</p> <p>All PreK-5 grades also use Study Island Reading Program at least two times a week. This program focuses on phonemic awareness, fluency, text comprehension, and writing using computers. The programs engage young readers one-on-one through rich, visual illustrations and text.</p> <p>AIS students testing grades, meet five times a week for one period in small group instruction using the Reading Plus Program. AIS students in grades PreK-2 meet 3-4 times a week in small groups for one period with the Reading Plus Program. The Reading Plus Program is a reading intervention program that focuses on phonic, fluency, vocabulary, and comprehension activities to build students’ reading levels.</p> <p>Students in grades 3 and 4 are serviced with the Foundations – Wilson Program, a specialized language program for children with reading/language difficulties in a small group setting.</p> <p>For 37.5 minutes daily, PS15Q provides all students who are far below or approaching standards small group AIS instruction with selected teachers working on specific skills that they are deficient in.</p>
<p>Mathematics</p>	<p>Students will take a math benchmark assessment test in September to aid in grouping in PreK-3 MCLASS Mathematics assess where classroom teachers are responsible for disaggregating the data. Based on the student’s performance results, they will then be grouped according to their instructional level. Teachers and administrators will continue to use the data for differentiated instruction during the 90 minute math block. Every child</p>

	<p>in grades 1-5 from September-June are grouped according to their ability for a variety of content based activities (10 students to 1 teacher) as part of their Extended Day 37.5 minutes of focus instruction based on the individual student data. September-January teachers will continue to assess each child as part of their ongoing practice using Acuity, Everyday Math Unit Test, MCLASS Math (Beginning of the Year, Middle of the Year, and End of the Year, Periodic Assessment, as well as teacher created test. EDM Math Boxes as well as teacher observation will be used for daily/weekly focus instruction within the everyday lesson.</p> <p>All of our students in grades 3-5 will participate in a 37.5 minute Extended Time 4 days a week with specific guided practice lesson. Every child on these grades (including our special education and ELLs population) are given an opportunity to attend our Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test using the mathematics instructional materials from Empire State Mathematics March to May 2012. Our students are provided with specific math strand material from the Finish Line Series as a way of supporting our students in mastering the New York State Mathematics Strands which can be translated into student success by meeting the state standards for their specific grade.</p>
<p>Science</p>	<p>None in this area at this time. However, a focus of Science through Reading is in place to keep our young learners current in appropriate grade level Science.</p>
<p>Social Studies</p>	<p>None in this area at this time. However, a focus of Social Studies through Reading is in place to keep our young learners current in grade level Social Studies. This, in fact, furthers the strengthening of their reading comprehension and usage skills.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>A Guidance Counselor's role is to observe a child's behavior. The Guidance Counselor will remove a child and speak with them quietly when necessary. In some cases, the Guidance Counselor will continue to see the child depending on the child's needs. Conflict resolutions are used when students have difficulties with others. Educational manipulatives and appropriate youth development games are used to support the instructional and social development of the whole child. If the Guidance Counselor feels that the child needs further evaluation, she will refer to the SAT (Social Worker/Psychologist) for observation. The Guidance Counselor is a member of the PPC (Pupil Personnel Committee).</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>All teachers are able to refer children if they believe the child demonstrates academic deficiencies and unusual behaviors. The psychologist is a member of the PPC. The psychologist conducts evaluations for referred students and determines eligibility for Special Education, making recommendations for services and ensures that all guaranteed procedural safeguards are provided to the parents.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>All personnel are able to refer children believed to be at risk. The social worker takes the concern of the teacher into consideration and presents a recommendation to the PPC. Once the PPC decides to evaluate a student, she arranges a social history with the parents, and begins to observe the child in the school environment. Along with the psychologist, she determines a child's eligibility for Special Education, makes recommendation for services and obtain parental consent.</p>
<p>At-risk Health-related Services</p>	<p>All teachers and staff are required to pay keen attention to the children's behaviors as they relate to possible mental or physical health. At the onset of any suspected weaknesses, the child is seen by the school nurse. If the school's nurse identifies a situation in need of further professional attention, the parents are called for prompt discussion and proper referral.</p> <p>The school works closely with the "BETSA Foundation," a community based organization that provides glasses, clothing and other support to our students and parents.</p>
<p>Services Provided by the IEP Facilitator:</p>	<p>The IEP Facilitator moves the agenda for the SAT. She confers and accepts requests for referrals from the classroom teacher and brings it to the attention of the Pupil Personnel Committee. As chairperson of the PPC, the IEP Facilitator prepares the agenda which includes discussion of the update of current cases, update of all intervention services, and presents new requests (from a teacher or parent). The IEP Facilitator documents and keeps the confidential fiels in order. The IEP Facilitator attends all initial evaluation meetings, determining goals from the social and academic history of the child. The IEP Facilitator is a co-teacher in integrated co-teaching classes three periods per day. She also insures that every child who is entitled to related services, receive them. The IEP Facilitator oversees all Annual Reviews completed on SESIS, ascertaining that the teacher has completed and finalized the meeting notice at least 7 days in advance, prepare for coverage so the teacher can attend the meeting, that the attendance sheet is uploaded and completed. The IEP Facilitator also ensures coverage for the teacher to attend the meeting. She also reviews the IEP for errors, finalizes the document and sends a copy home. The IEP Facilitator is also a Crisis Manager for Special Education students.</p>

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 15Q School Parental Involvement Policy

At P.S. 15Q, we believe that ongoing involvement of parents is very important to the success of our students’ education. Our school creates and supports a strong parent-school partnership. We encourage parent volunteerism and plan meaningful activities in which parents and families may participate. P.S. 15Q is working with our Children’s First Network (CFN), FHI 360, an organization that is committed to developing and maintaining strong programs of school, family and community partnerships. P.S.15Q will focus its programs and activities on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Through active pursuit of these six areas, P.S. 15Q will strive to create the best possible learning environment for its students. In reference to our CFN, FHI 360 uses research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. To create and support strong parent-school partnership, this policy will be revised annually.

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

The school PA/PTA is another way that parents get involved. Meetings are hosted once a month where parents convene to talk about their issues, concerns and recommendations, school progress, school activities, community activities, changes that affect parents regarding school legislations and plan activities for parents and children to socialize. We also have recognition of student achievements, parent

conferences, Title 1 meetings and workshops. Additionally, we provide childcare, food, workshops, conferences and transportation which will be offered as needed to the extent feasible and possible, in order to eliminate potential barriers to parent involvement.

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

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

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

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

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

community. These partnerships will be informed in order to improve the involvement of the community in the school, through volunteer work or the donation of gifts, and the involvement of the school in the community.

The Parent Coordinator is an available resource to provide information and support to parents. Parents are made aware of the Parent Coordinator during the Annual Open House meeting and through the parent newsletter. The Parent Coordinator has an office compiled of an inventoried resource list of books, magazines, articles, videos and DVD.s. The resources include information on child achievement in the areas of math and literacy, child development, best practices of child rearing, effective ways for parents to get involved in the school, and current volunteer opportunities for parents. To the extent possible, resources will be provided in English, French and Spanish. The school, parents, and coordinator will develop a Parent-Teacher-Student Compact jointly. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards.

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

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

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

P.S. 15Q School-Parent Compact 2011-2012

Required School-Parent Compact Provisions School Responsibilities

P.S. 15Q will:

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

Parent Responsibilities

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

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- Make sure that homework is completed daily.
- Monitor the amount of television my child watches.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.

- Talk with my child about his/her school activities.
- Encourage my child to read at home and join the community library.
- Volunteer my time at school (inside and outside the classroom).
- Participate where appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Serve to the extent possible on policy advisory groups, safety meetings, SLT, PA/PTA, Title I, Part A parent representative on the school's Parental Improvement Team, the Title I Parent Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

Student Responsibilities

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

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

Teachers Responsibilities

As a teacher, I will:

- Provide parents reasonable access to me at a time and date convenient to both.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Provide an environment conducive to teaching and learning.
- Help each child grow to his/her potential.

- Provide high quality curriculum and instruction to assist students in learning the state standards.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- Seek ways to involve parents in the school program (volunteer, participate, observe).
- Demonstrate professional behavior and a positive attitude.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Deborah Maldonado	District 29	Borough Queens	School Number 015
School Name Jackie Robinson School			

B. Language Allocation Policy Team Composition [?](#)

Principal Antonio K'Tori	Assistant Principal type here
Coach Renee Holstein	Coach
ESL Teacher Josephine Arduini	Guidance Counselor E. Truzzolino
Teacher/Subject Area Josephine Arduini, Reading	Parent type here
Teacher/Subject Area .	Parent Coordinator K. Crutch
Related Service Provider I. Wilmott, Special ED.	Other type here
Network Leader D. Maldonado	Other type here

C. 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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	405	Total Number of ELLs	6	ELLs as share of total student population (%)	1.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a. Ells were identified by their parent intake form and screened. If students were not born in the United States, they are offered ESL services. The HLIS's are given to parents of identified ELLS. Parents are offered assistance in their native language by staff members of that language to complete the report.

The student's screening is a meeting with the student and ESL teacher. Students are engaged in a conversation to assess extent of knowledge of English. Some written tests are given to assess reading and math knowledge. Lab Rs are administered by the teacher administering ESL services within 10 days of the Student's entry to the school. NYSESLAT are administered annually to monitor student progress. They are ordered based on the LabR results on ATS.

1b. Members of the Policy team and the ESL teacher are responsible for conducting initial interviews and administering the HLIS and LABR's.

1c. NYSESLAT are administered annually to monitor student progress. They are ordered based on LABR results reported on the ATS. They are ordered by the Testing Coordinator and administered by the teacher of the ELLS. All four components are administered.

2. Parents were informed of NYC's three available programs when they first register their child. The three NYC programs are described at this time. It is explained that our school only has the pullout program. Members of the Policy Team and staff members who speak the language thoroughly explain all three programs.

3. Parent contact is made by the school to ensure all Parent Surveys and Program Selections are understood, completed, and collected. They are contacted by staff members who speak the language.

4. We only have an ESL instructional pull-out program available at our school. Parents are told this by a native-language staff member.

5. Parents choose to remain here if they live in the area.

6. At this point, programs are aligned with parent requests.

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5		1							5
Total	5	0	1	0	0	0	0	0	0	5

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	1		1		1									3
Chinese				1										1
Russian														0
Bengali														0
Urdu														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
Arabic														0
Haitian				1	1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	1	0	1	2	2	0	6							

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

- 1a. Instruction is delivered in a Pull-Out model.
- 1b. Heterogeneous.
- 2. The teacher delivering ESL instruction pulls them out for the mandated time as per CR Part 154.
- 3. Students remain in class for content areas. The ESL teacher supports the material by reviewing it in the pull-out group. On line glossaries are used when needed.
- 4. Testing material will be ordered in the native language when needed.
- 5a. NA
- 5b. To differentiate, appropriate material based on the student's level is used. Reading, Math, and other materials are used to increase acquisition of English, vocabulary, and fluency in speaking.
- 5c. NA
- 5d. NA
- 6-7. NA

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

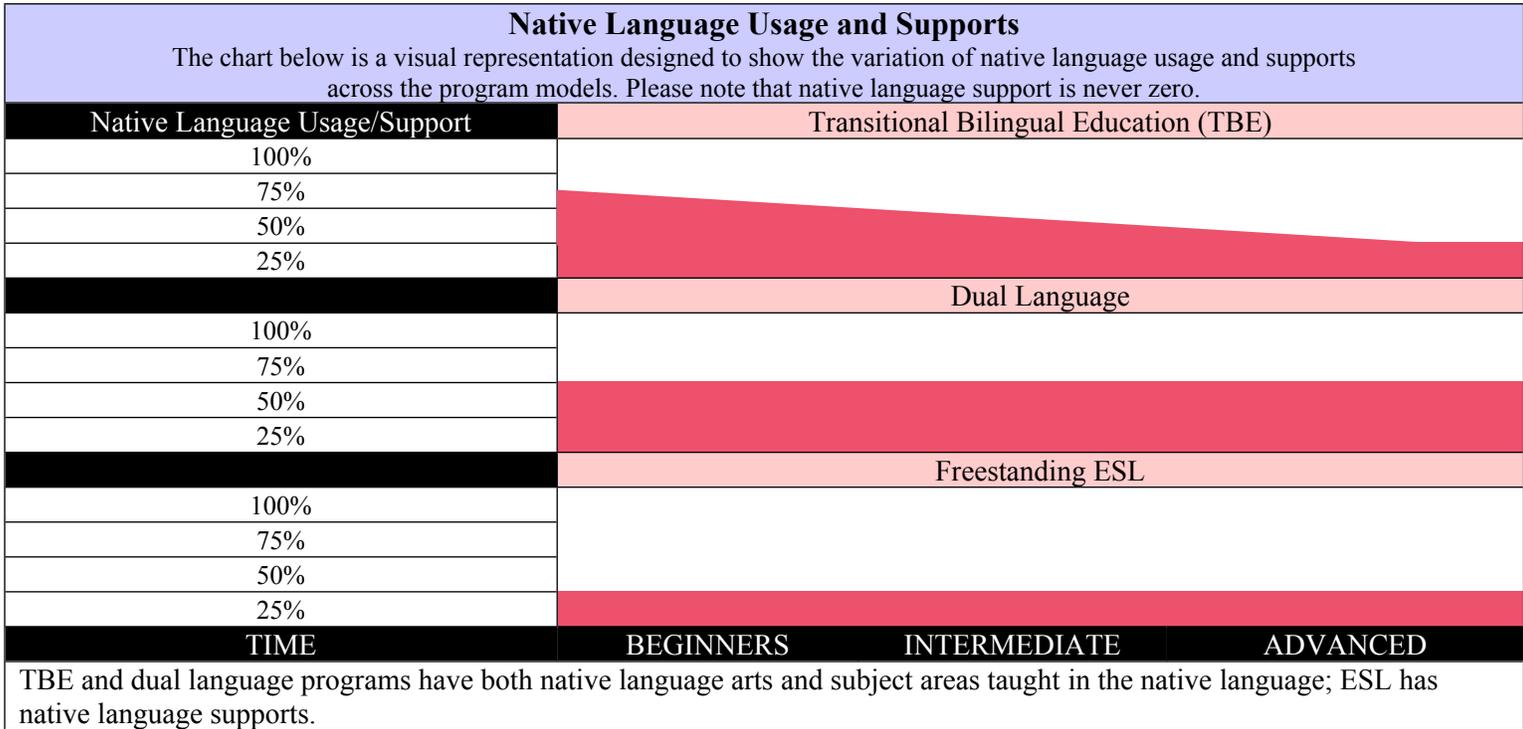
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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



B. Programming and Scheduling Information--Continued

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

8. Intervention services, such as after school AIS, is available to all ELLs in English to assist in ELA and math.

9. Students will continue to get the mandated time for ESL services to help them reach proficiency levels on the NYSESLAT. Former ELLs will be given extended time.

10. No changes are in place yet.

11. None.

12a. All Arts and Sports programs that the school has in place are opened to all students. All students are encouraged to participate in all school activities.

12b. ELLs are given access to the computer to support their acquisition of English and math skills. There will be a holiday school program opportunity for them.

13.a. Online programs are used for English acquisition.

13b. Bilingual dictionaries will be added to support ELLs.

14. There is little use of the native language used for support at this time.

B. Programming and Scheduling Information--Continued

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- 13a. Online programs are used for English acquisition.
- 13b. Bilingual dictionaries will be added to support ELLs.
14. There is little use of the native language used for support at this time.
15. The ELA teacher confers with the students' teachers to deliver instruction to support their grade levels.
16. NA
17. There are no language electives in the school.

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)?

We have no dual language program.

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.

1. The administration encourages teachers of ELLs to attend workshops and take advantage of professional development. One is the QTEL.

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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?

1. There is an active PTA which reaches out to all parents.
- 2.The Parent Coordinator reaches out to parents and informs them of school and community resources. Other parents in the school who are foreign language speakers assist the new parents.
3. Parents' needs are evaluated by the Policy Team.
4. Parental involvement activities are based on the needs of the parents.

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)				1	2									3
Intermediate(I)				1										1
Advanced (A)			1											1
Total	0	0	1	2	2	0	0	0	0	0	0	0	0	5

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													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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	
4									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				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Students are assessed several ways. Teacher and staff observation and input are important. Students are assessed using Mclass, class tests, and oral assessments. Differentiated instruction is used to increase teaching effectiveness. Success is continually being evaluated by student participation in the classroom activities.

2. NA

3. Instruction will be based on the results.

4. NA

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.

There were no students who took the NYS ELA or Math Nysaa, or Science tests last year.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Qo15** School Name: **jackie Robinson School**

Cluster: **5** Network: **FHi360**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use the translation unit from the DOE as necessary. However, we do not have any of our families requesting such services.

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.

None.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

If needed, we will contact the DOE Translation Unit as well as utilizing teachers, paraprofessionals, and school aides as interpreters when and if necessary.

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.

In house school staff will support the interpretation services needed for the school.

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>.

All parents are notified about the availability of written translation memos that can be provided to them, as well as providing in person support when necessary. Parents are also afforded the opportunity to learn about different interpretation through our PTA meetings and Title 1 meetings.