



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	
Eva Holmes LeGrier	*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	
Eileen Truzzolino	Member/UFT	
Susan Chapman	Member/UFT	
Jewel James-Rice	Member/Parent	
Fiona Robe	Member/Parent	
Renita Jackson	Member/Parent	
Sheila Tomlin	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 Pre-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. All classrooms are now equipped with Smartboard technology for student learning. Teachers are also assigned iPads, laptops, palm pilots to assist in assessing and teaching all students.

To increase student use of technology to prepare them for the demands of the 21st Century. By June 2013, all students will acquire basic keyboarding skills; all students in Grades Pre-K-5 will have a working knowledge of the Internet.

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, iPad, palm pilots.

The use of technology appropriate to grades: Pre-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. Windows and 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) **key personnel 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

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

Technology has been used in different ways to assist parents to get involved in their child’s education. More plans are on the way to infuse technology at the parental level so that they can better help their child to succeed. It will be comprised of a teaching and learning component. To increase parents use and knowledge of technology, classes and workshops will be given in the evenings, PTA meetings, Title 1 meetings and on Saturdays as a part of the Saturday school program. While the kids are getting extra help in ELA and Math on Saturdays, parents will be fully engaged in a Technology workshop to better understand technology and how it is used to supplement teaching and learning.

With the advent of smart phones, all or if not most parents have access to one. We will have hands-on workshops to demonstrate how the smart phones can be used to access the DOE website to get vital and important information about their child progress in school and about the school.

Another way technology is used in the school to increase parental involvement is at our Parent Teacher Conference. With the assistance of the Guidance Counselor and Parent Coordinator, laptop workstations are setup to help parents logon to ARIS to see their child progress in school. Parents normally see the guidance counselor to receive a valid student ID and a temporary password to logon to ARIS. They are guided through the different tabs and they learn valuable information about their children performance in school from the day they entered the public school system to current. With the information, parents can work with their child, teacher and principal to help their child learn and to find ways suitable to their child learning ability and also to find corrective measures to bring

absenteeism and tardiness to a minimum if applicable.

Parent Orientation night is another avenue that is used to get parents involve in their school and child education. The principal normally gives a presentation on the school by relaying information on the following: Quality Review, Progress Report, Learning Environment Survey Report, Accountability and Overview Report, Annual School Report Card, student proficiency levels and the school budget. Parents learn firsthand about the school, its performance, children's progress in the school, strengths and weaknesses of the school and where improvement is needed. It answers important questions such as is my child learning, what programs do I need or have in the school to help my child, are the teachers qualified, how does the school communicate with me regarding my child and the tools and programs needed to make my child succeed.

The SLT is currently working with the PTA and Title 1 parents to setup presentations and workshops that will facilitate the common core subjects which are ELA, Math, Science and Social Studies. Parent workshops will be setup by SLT members where training will be given on the following: Basic understanding of the Personal Computer, Email (setup free accounts for those who don't have a PC at home but has a cell phone that receives emails, and the Internet which is vital for learning and gaining access to ARIS and other important information about the school and resources that are available to help their child learn. These workshops and presentation information will be sent home via their child's backpack with the time and date and in a language parents can understand.

The SLT is working with the principal to find a designated space in the school for the Parent Resource Center. It will be maintained by the parent coordinator who is the liaison between the parents and the school.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutor designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will facilitate the program.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

Subject Area: 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) **key personnel 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

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

Parent involvement in Arts is done in different forum. Children artworks are normally entered into an Art Competition at Roy Wilkins Park and parents are encouraged to attend to see the wonderful work of kids' talent in Art. The school has won awards in this arena. Also, as part of the Weekend Writers program, parents are tasked with the assignment to go online and print the artist their child is currently studying and to have a conversation about the pieces that they selected. This kind of interaction provides a one to one with the child and then it is reinforced when the lesson is taught at school.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 centrisim 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) **key personnel 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.
- Michaeangelo 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 2012-2013.

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

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

Parent involvement in Arts is done in a different forum. Children artworks are normally entered into an Art Competition at Roy Wilkins Park and parents are encouraged to attend to see the wonderful work of kids' talent in Art. The school has won awards in this arena. Also, as part of the Weekend Writers program, parents are tasked with the assignment to go online and print the artist their child is currently studying and to have a conversation about the pieces that they selected. This kind of interaction provides a one on one with the child and then it is reinforced when the lesson is taught at the school.

Budget and resources alignment

- **Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I**

- **Select the fund source(s) that your school is using to support the instructional goal.**

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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.

Service and program coordination

- **Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.



ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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) key personnel 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 2013, 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

No matter how wonderful the faculty and classes are no matter how much fun the students have, for a school to work well the parents must also be happy and be involved. The Dance Department at PS 15 does exactly that. Building positive parent relationships makes everyone happy and makes the job of the dance educator much easier. The students and parents are encouraged to play an active role in the production of the shows. Allowing parents to contribute their time and effort not only enhances the student events, it gives them opportunities to bond with other parents and gain a better understanding of what's needed to produce the event. The faculty feels that this is a great way for moms to meet other parents as well as gain an appreciation for what they do.

Parents also gain a better understanding of their children's efforts. They learn the hard work and focus that go into each accomplishment. Participating parents of students can discuss this shared activity with their children, while parents of younger students learn techniques and movements that they can use to help their children with home practice.

Although participation is a good way for parents to understand what goes into both classes and performances, there are many other ways to do so. It's almost impossible to produce a performance without an army of volunteers, and most parents are willing to contribute at PS 15. Parent jobs include working with costumes, the program, donations, sets, and props or helping out backstage. Seeing what goes on backstage is a great opportunity for parents to understand the care and work that goes into a production. Many parents gain a new appreciation for the effort and expertise of the teachers.

Another major step that PS 15 does in building positive relationships is to thank parents for their participation and cooperation. All parent who volunteered to help at a performance or other event, are thanked profusely at PS 15 at the end of each event on stage.

Budget and resources alignment

- **Indicate your school's Title I status:** X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- **Select the fund source(s) that your school is using to support the instructional goal.**

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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.

Service and program coordination

- **Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

P.S. 15Q will introduce in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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.

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.
- Salad Bar

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

Parents in general play a vital role in the health of their children and can strongly influence the choices they make at school. Making good choices regarding physical activity and nutritious food leads to improved student health — and healthier students are better learners. So at PS 15 we encourage the parents of our students to play an active role in supporting a healthy school environment. Parents have stepped up to the plate in getting involved in different sporting activities at the school. For the school Basketball team, parent volunteers assist with various functions such as administrative work, referees, and coach. We also have parents who are Learning Leaders who volunteer their time for the USTA Program. Other parents volunteer for the swimming program. They assist the school in bussing the students to and from Roy Wilkins Park where the programs are held. These parents help set the tone for others and are an important factor in continuing to build positive parent relations throughout the school. These parents see firsthand that you really care about the students and their well-being.

Keeping open lines of communication with parents and community members is an important goal at PS 15. To demonstrate appreciation for continued support, the school has its annual School Pride Day where parents and community members get the opportunity to observe and participate along with the children in a variety of interesting, interactive activities.

Many studies have indicated that children of active parents tend to be more active than children of inactive parents. Therefore, at PS 15, we are promoting a healthy family where zumba and yoga classes are held afterschool for parents to be a part of the fitness program offered at the school. If you don't want to exercise your body, you are offered chess to exercise your mind.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

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.**

Parents contribute by donating time and materials for performances. They are part of rehearsals; they monitor the children during performances. PTA serves refreshments for students and guests the night of performances. Parents help brainstorm with the themes of the performances and sit in on the planning committee to move the curriculum of the Drama program.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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

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.

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

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 2012 through June 2013, the professional development will continue to be evolved.

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.**

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 2012 and continuing through June 2013, 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 Go Math! 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 Go Math! 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.**

It is a fact that when schools work together with families to support learning, children tend to succeed not just in school but also throughout life. For this to happen, we must focus on improving achievement not only for students, but for parents as well so that they can develop specific knowledge and skills to help their children. At PS 15Q, we are constantly working on ways to help our parents. For Professional Development, the Parent Coordinator plays an integral part in setting up workshops for parents to attend. Classes are held after school for ELA, Mathematics and Science.

These classes reinforce what their children are learning in these subject matter. Also, at the PTA meetings, guest speakers are invited to speak about money management, saving for college, setting up a bank account for your child, owning a home, entrepreneurship, etc.

Budget and resources alignment

- **Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I**
- **Select the fund source(s) that your school is using to support the instructional goal.**

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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.

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.**

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

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 2013, students in grades Pre-K-5 will test at 75% or higher on end of unit quizzes, as measured by using Go Math! and Acuity learning goals, and the state math strands on their grade level.

Objectives: To achieve, by Spring 2013, a 10% decrease in the number of all Acuity 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 2013 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 K-5:

Instructional Materials/Texts: 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
- Mad Dash – requires critical and logical thinking to arrive at the correct answer. Each question is written in word for reading comprehension and further analysis of Mathematical concepts is required for the solution.

Objectives: By May 2013, students in grades K-5 will test at 75% or higher on end of unit quizzes, as measured by using Go Math!, Acuity, learning goals, and the Sate Math standards on their grade level.

To achieve by Spring 2013, 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 an above Level 3 on NYS Mathematics Assessments, as measured by student results in Spring 2013 NYS Mathematics Exam.

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.

Go Math! (K-5) is a common core 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 state for AIS students. These materials focus on skills and concepts to provide students with additional support opportunities in developing mastery through ongoing practice.

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.**

The school has been hands-on in aiding parents to have a working knowledge in Mathematics so they can help their child with homework. The Learning Leaders program normally has Mathematics workshops that are setup by the Parent Coordinator. The workshop is normally for students that are in the upper grades 3 – 5 and are held at a time conducive for parents to attend with their child. The Parent Coordinator normally maintains a log of events and activities planned for parents each month.

This ongoing program will continue with additional workshops that will be coordinated by the SLT and will be held on Saturdays. While the students are in school on Saturdays getting extra help with ELA and Mathematics, parents will be taught Mathematics for all grade level. Classes will be designed according to grades and qualified teachers will be teaching the classes. Presentations will be done at the PTA and Title 1 meetings. This information will be conveyed via their child's backpack and in a language that parents can understand.

The PTA also conducts surveys and has a suggestion box posted in the school. From the surveys and suggestion box, we identify that Mathematics is an area we needed to address in getting our parents on task in helping their children with homework. Mathematics websites were given out at the PTA and Title 1 meetings to further help the parents and their child to better understand the different concepts in Mathematics.

The school surveys and feedbacks are also used to reach parents. This information helps the principal to design strategies to more effectively meet the needs of parents and to enhance the Title 1 program. The principal also has a letter rating on the children Report Card for parents who are involve in their child's education. The ratings are S = Satisfactory, NI = Needs Improvement and U = Unsatisfactory. This is another way the principal tries to communicate with parents to help and find a common ground in educating the child as a whole.

ARIS link is another tool parents can use to see how their child is doing in Mathematics and to find different ways to help their child in that subject matter. This will lead to further planning and decision making in support of the education of their child. A dialogue must be held with the teacher and the principal regarding

measures and strategies that will be use to better educate the child.

Banking is a part of Mathematics. Teaching children how to save, add and subtract their own money will open their minds even more to wanting to learn math. Also, it teaches them to plan and get ahead for the future. Money planning leads to good credit and a sense of loyalty.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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.

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.

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

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 2013, students in grades K-5 will read a minimum of 25+ books on their grade level, as measured by a reading response log.

Objective: To achieve, by Spring 2013, 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 2013 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.**
 - e) **Differentiated materials based data and students needs**

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, Foundations/Wilson, Storytown-Houghton Mifflin, Reading A-Z books, Readworks, guided reading sets, monthly reading-writing pacing calendar, Starfall, 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, Readworks 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
- Readworks 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, Readworks, Storytown-Houghton Mifflin, Comprehension Website, and Reading A-Z, DBQ.

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, Readworks 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
- Readworks 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:** Readworks 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:** Readworks Concepts of Comprehension Scope and Sequence, and Literacy Coach, novel study, paired passages, Storytown.
- **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. Students are completing reading projects and oral presentations related to individual readings.

- **Resources:** Anthologies and Storytown books, Reading A-Z books, Classroom libraries.
- **Frequency:** Daily approximately 20 minutes.

5. Shared Reading (K-2) 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, Literacy Coach and Smartboard.
- **Frequency:** 2-5 times a week depending on grade level for approximately 5-20 minutes.

6. Phonics/Vocabulary/Spelling (K-2): 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, Literacy Coach and Smartboard.

- **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, Readworks Writing skill focus, and Storytown Writing Connection. Students maintain work folders, Writer's Notebooks, and portfolios which reflect students' ideas, insights, reflections, best pieces of writing and weekend writers, where students have to write a -- oral presentation -- debates, reports, writing projects, research, etc.
- **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:

- 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.
- Starfall: PreK-1 students use Starfall 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.
- Smartboard – Starmatica, Brainpop, interactive, think central, active aspire.
- Teacher created activities.

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.**

The school has provided parents with information and training needed to effectively become involved in educating their children in another common core subject ELA. Workshops are organized by the Parent Coordinator. Through the Learning Leaders program workshops are for parents of students in Grades 3 – 5. They are held at a time conducive for parents to attend with their child. The Parent Coordinator normally maintains a log of events and activities planned for parents each month.

The Learning Leaders program will continue along with additional workshops that will be planned by the SLT. While the students are in school on Saturdays getting extra help with ELA and Mathematics, parents will be taught ELA for all grade levels. This program will not only target Title 1 parents but all parents in need of assistance. Classes will be designed according to grades and qualified teachers will be teaching the classes. Presentations will be done at the PTA and Title 1 meetings. This information will be conveyed via their child’s backpack and in a language that parents can understand.

The principal has an ongoing program called the Weekend Writers. It is designed for parents to help their child with his/her writing assignment and homework. It has become a successful program in helping the students to write well, and express themselves clearly.

From the surveys and suggestion box that is managed by the PTA, we identify that ELA is another subject area we needed to address in getting our parents on task in helping their children with homework. ELA websites were given out at the PTA and Title 1 meetings to further help the parents and their child to have a better command of the English Language.

The school surveys and feedbacks are also used to reach parents. This information helps the principal to design strategies to more effectively meet the needs of parents and to enhance the Title 1 program. ELL students get extra help and workshops that will be setup for ESL parents to communicate better in order to build stronger ties with the school and other members of our school community.

ARIS link is another tool parents can use to see how their child is doing in ELA and to find different ways to help their child in that subject area. This will lead to further planning and decision making in support of the education of their child. A dialogue must be held with the teacher and the principal regarding measures and strategies that will be used to better educate the child.

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.

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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.**

Since Social Studies encompasses our daily lives, parental involvement is inevitable in shaping the world we live in. Parent and child will explore on a daily basis history, geography, economics, government and civics without realizing they are doing so. Learning is continuous in knowing about people, places, eras and events that happen in our community, state, nation, the world and beyond. It is our job as parents to teach our kids about self, family, the neighborhood we live in and the surrounding communities whether they are large or small. Parents must further develop their child's knowledge on the diversity of the world, the similarities and differences, and the different continents around the world. Even though this information is taught in school, reinforcement at home is the key. Since we live in a global economy it is also important that parents get involved in understanding the interconnectedness, interdependence and the complexities that make the world what it is today.

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.**

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

Budget and resources alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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 2013.

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.

The Science Lab is used to enforce Mathematical concepts with Science. The lessons are geared towards reinforcing measurement and geometry with the use of science content.

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.**

Science is a subject matter that is hands on. Parents are asked to assist their child with their science project. This entails going shopping with the child to get the required materials for the science project to helping with gathering the information. This information is then compiled from beginning to end with the parent help. Depending on the project the child selects, parent involvement will be heavily utilized in explaining the different steps for any hypothesis that has to be proven. Parent and child are actively engaged in the discovery process. Other fun activities that involve parents are gathering different color leaves, making a bird house, planting flowers, watching climate patterns, catching dragon flies and discovering and exploring the natural world around us. A Science Fair is held in May to reinforce learning experience in the classroom. A showcase is presented at the school for parents and community.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Tax levy classroom teachers; internet access

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.**

P.S. 15Q started in September 2012, the BELL (Building Educated Leaders for Life) After School Program. It is a three-year grant that will end June 2015. It is designed to promote and support homework and academic enrichment. The enrichment portion is tutored designed and may include martial arts, science, art, dance, gym, music and character education. It is a free program for children in grades K-5. The third grade students will be the main focus to prepare them for the upcoming NYS Math and ELA test for school year 2012-2013. The program will accept only 160 children and licensed teachers will run the program.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<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'</p>	Small group	During the school day, Saturday and Holiday School, and Bell Afterschool Program.

	<p>reading levels.</p> <p>Students in grades 3 and 4 are serviced with the Foundations – Wilson Program, a specialized language program for children with reading/language difficulties in a small group setting.</p> <p>For 37.5 minutes daily, PS15Q provides all students who are far below or approaching standards small group AIS instruction with selected teachers working on specific skills that they are deficient in.</p>		
Mathematics	<p>Students will take a math benchmark assessment test in September to aid in grouping in 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 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.</p>	Small Group	During the School day, Saturday and Holiday School and Bell Afterschool Program

	<p>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>		
Science	<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>Whole Class; small group; science club</p>	<p>During the school day</p>
Social Studies	<p>African American Cultures through the Arts: The course will engage students in African American Cultures through the Arts. Based on Common Core Standards, the academic focus will center on literature, writing and discussion through document based inquiry and questioning.</p>	<p>Administered to Grade 4 and 5 students in the Library.</p>	<p>A weekly schedule will be given to 4th and 5th grade classes.</p>
At-risk Services provided by the Guidance Counselor	<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>Small group instruction and one-to-one</p>	<p>During the school day</p>

At-risk Services provided by the School Psychologist	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.	One-to-one evaluations	During the school day.
At-risk Services provided by the Speech & Language Therapist	At risk speech and language services is designed as an early intervention to prevent long-term academic failure. At risk students are identified early in order to prevent speech, language, and communication disorders from occurring. As soon as the data indicates that students are struggling to meet grade-level expectations the Speech Language Pathologist conducts an informal screening and in-class observation to examine five basic areas of communication: articulation, language, pragmatics, voice and fluency. High-quality interventions, indirect therapy, direct therapy are then provided to match the student's specific needs. Direct therapy is given either individually or in a group setting for thirty minutes twice a week. Indirect services are given to support the direct intervention by monitoring progress, offering curriculum support, consultation, and collaborating with the related service provider on a regular basis. The speech Language Pathologist services the at-risk students in order to help them improve their academic performance and achieve academic progress. It is important to early intervene and provide appropriate interventions and supports in order to prevent learning and behavioral problems from becoming larger issues. The at-risk students are generally provided therapy for 2 months. Frequently these students make further improvements without enrolling in Special Education. If progress is limited, other interventions are considered.	Small group instruction	During the school day
At-risk Services provided by the	The emphasis of school-based occupational and physical therapy is to help students access the academic environment and participate to the	Small group instruction and one-to-one	During the school day

Occupational and Physical Therapist	<p>maximum extent possible in educationally related activities. Therapists are responsible for evaluating and treating students with disabilities, maintaining daily progress and attendance records, writing progress reports, attending IEP meetings, and recommending adaptive equipment, environmental accommodations, or assistive technology. In addition to these services provided to students on their caseloads, occupational and physical therapists work collaboratively with teachers and other school staff to serve the school community in a variety of ways. These include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in the Academic Intervention Team/Pupil Personnel Team <input type="checkbox"/> Screenings/observations in classroom or other school environment <input type="checkbox"/> Consultation with teachers to offer strategies and classroom recommendations for individual students or the whole class <input type="checkbox"/> Attending meetings that support student programming (i.e. school meetings, parent meetings) <input type="checkbox"/> Activities that support students in natural environments or general education curriculum (i.e. social skills groups, exercise groups, functional sensory motor groups, handwriting groups) <input type="checkbox"/> Staff in-service and professional development (i.e. in-service to kindergarten teachers on developing fine motor centers) <input type="checkbox"/> Provide assistance in environment adaptations, acquiring, or modifying equipment or devices <input type="checkbox"/> Linking parents to appropriate community-based resources <input type="checkbox"/> Designing home exercise programs and related activities for carryover <input type="checkbox"/> Supporting school compliance and data tracking 		
At-risk Health-related Services	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	Whole group observation; One-to-one observation	During the school day, Saturday and Holiday School

	<p>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 files 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>	<p>Whole group, one-to-one, tutoring individual students and small groups</p>	<p>During the school day.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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 becomes highly qualified, in order to achieve this goal.

Characteristics evident in a Highly Qualified Teacher include demonstrating organizational skills, enthusiasm (energy), an apparent love of children and teaching. A HQT has the ability to use wit and humor and is perceived by students as fair and approachable. A HQT displays self-confidence in front of a class: the teacher has control of the classroom and the students know who is in charge. A HQT is always prepared with the subject material and is always searching for and using, new methods to teach an old concept. Lessons are prepared, executed strongly, and can easily be adapted to fit the tone, environment, or mood of the class. The Highly Qualified Teacher takes pride in her work and always strives for excellence.

In order to ensure that current staff becomes highly qualified, the teacher must execute several key areas of mastery, planning, and preparation.

- Teacher shows excellent communication skills
- Promotes a safe and organized environment conducive to learning
- Sets an example of good rapport for peers and students as well as parents
- Has an accurate knowledge of the various disciplines
- Can build a healthy teacher/school relationship (collaboration)
- Recognizes and executes good pedagogy
- Able to plan effective lessons to move instruction
- Sets high standards for our learning community
- Able to give meaningful assessments based on data
- Can manage a variety of different students
- Supports the needs of all students, faculty, and parents, as well as the community
- Checks and returns work in a timely fashion to children
- Enhance students' self esteem
- Incorporate critical thinking skills
- Include technology to move instruction

Focus on student's motivation.

The Special Education Reform Act of 2012 constitutes that all students with IEP's who receive services such as Occupational Therapy and Physical Therapy, Speech or Counseling, Small Class, must be serviced in the school in which they are zoned. In some cases, when the school does not have the Special class or service in which the student should be placed, the school is mandated to provide that student with that service by any means necessary. Consequently, the Highly Qualified Teacher is a General Education Teacher who realizes what must be done and has the ability to incorporate the Special Education students' goals into her lessons. The teacher must be able to differentiate instruction to meet the needs of the Special Education student and provide that student with an equal opportunity learning opportunity.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
 - always try my best to learn.
- 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.
 - Provide additional resources helpful in supporting the school's vision.

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 in a timely manner.
- 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.
- Follow the Student Discipline Code.

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.
- Provide monthly notifications for classroom agendas.
- Inform parents of any issues and progress in a timely manner.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	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	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

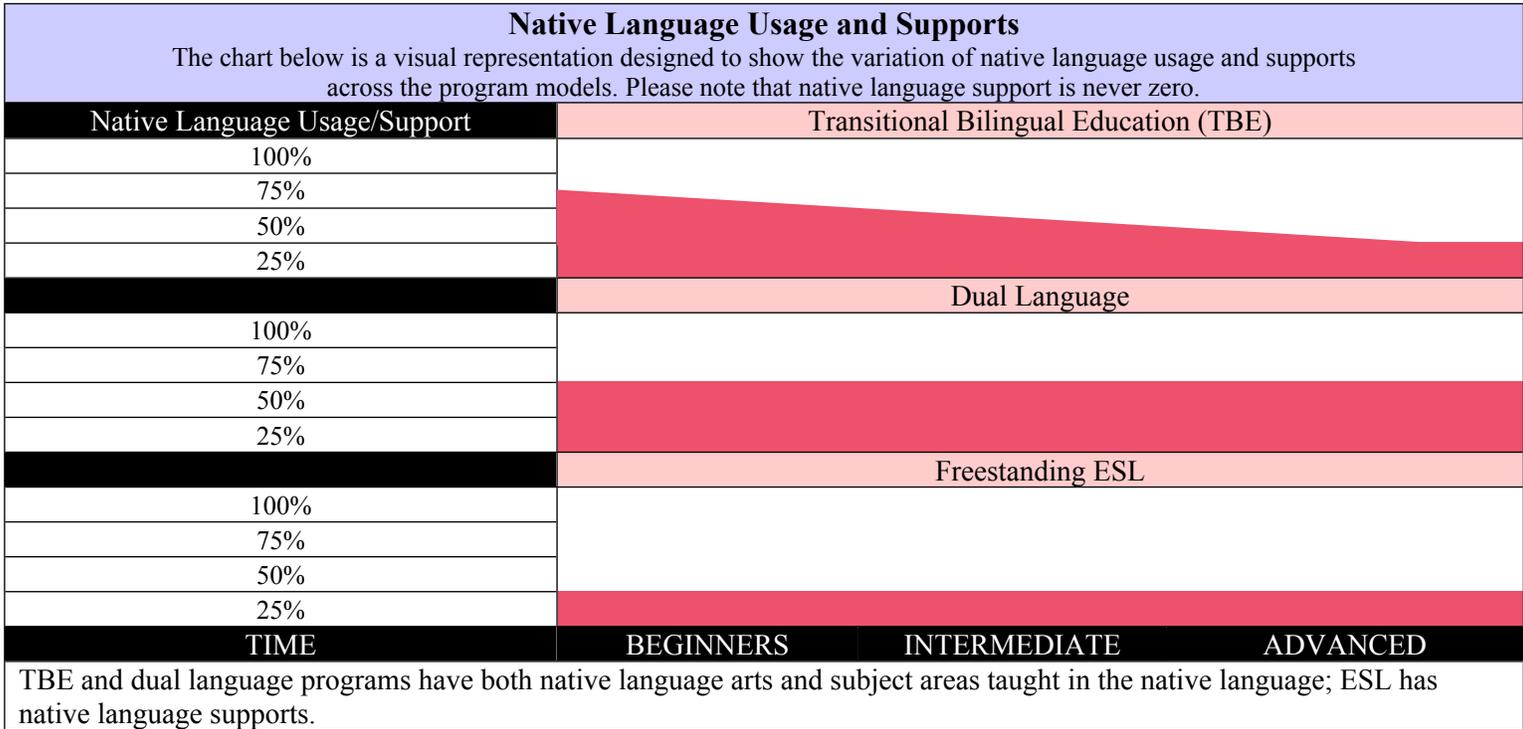
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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.
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

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 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.

E. Parental Involvement	
<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents? 	<ol style="list-style-type: none"> There is an active PTA which reaches out to all parents. 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. Parents' needs are evaluated by the Policy Team. 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													
	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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

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

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

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

5. NA

6. Success is evaluated on the passing of the NYSESLAT in a timely manner. It is also based on their improvement of reading levels and

Math skills.

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.