



P.S. 100

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K100
ADDRESS: 2951 WEST 3RD STREET
TELEPHONE: 718-266-9477
FAX: 718-266-7112

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 100 **SCHOOL NAME:** Coney Island School

SCHOOL ADDRESS: 2951 W 3rd Street, Brooklyn, NY 11224

SCHOOL TELEPHONE: 718-266-9477 **FAX:** 718-266-7112

SCHOOL CONTACT PERSON: Joann Brenner **EMAIL ADDRESS:** JBrenne2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joann Brenner

PRINCIPAL: Katherine Moloney

UFT CHAPTER LEADER: Joanne Bullaro

PARENTS' ASSOCIATION PRESIDENT: Laura Torres

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** ICI

SSO NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Anne Marie Lettieri-Baker

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Katherine Moloney	*Principal/ Administration	
Joanne Bullaro	*UFT Chapter Chairperson	
Laura Torres	*PA/PTA President/ Title I Parent Representative/	
Joann Brenner	Member/SLT Chairperson/Staff	
Jay Goldstein	Member/Staff	
Tatum Metellus	Member/Staff	
Leslie Gallagher	Member/Staff	
Angela Acciarito	Member/Staff/ SLT Secretary	
Tatyana Grimchak	Member/Parent	
Irina Sabovic	Member/Parent	
Polina Vyshko	Member/Parent	
Biana Specktor	Member/Parent	
Inna Kurbatsky	Member/Parent	
Iris Matthew	Member/Parent	

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

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 100's mission statement draws tradition of academic excellence with a vision of enriching the educational experience of every child through enhancement of the arts, technology and self-expression. The School Community (including students, teachers and parents) are committed to high standards. We value creativity and active participation from all community members to make PS100 an exciting place to be. We strive to be responsible, caring citizens preparing children to grow and contribute to our society.

P.S. 100 is located between Brighton Beach and Coney Island in Brooklyn. The population includes a majority of Russian immigrants, African Americans, Hispanic and other families from Mexico and Asian countries. Students work in both small and large groups to differentiate instruction with instructional strategies that include balanced literacy and numeracy, team teaching and cooperative learning. Students are homogeneously mixed to maximize performance, both remedial and enrichment. Our English Language Learners (ELL) makes up about 15% of the student population. The ESL teachers and classroom teachers work together to identify instructional strategies, including peer tutoring and class buddies, to assist these students with communication.

We offer targeted after-school programs in writing enrichment, remediation, vocabulary, and ELL instruction as revealed by data analysis. We are affiliated with the Junior Achievement Chapter at John Dewey High School where students come in as "Teachers for a Day." On an adult level, we have a relationship with the Shore Front Y providing them with space to hold English as a Second Language classes for adults.

In our ongoing efforts to have all of our students reach their potential, we provide many programs for academic achievement and enrichment. These may be in-school or after-school programs. We identify the needs of our students and use direct services (Funded Reading, At Risk Monitoring etc.) to bring our students up in levels on standardized reading and math exams. In an effort to further challenge our high performing students, we offer the P.S. 100 Academy program on every grade. This is an enrichment program to further develop academic achievement. This assists them in maintaining and growing in levels 3 & 4.

We believe students should be well-rounded with exposure to the arts and music. This is evidenced by our consultant based programs in puppetry, ceramics and folk dance. We continue to have artist residency in ballroom and hip-hop dance.

School-wide efforts to encourage creativity and enrichment utilize our Magnet Program in Media Arts and Communication. We publish a student driven newspaper, "The Centurion", now its fourth year. There are many opportunities for dramatic performances, students as author's presentations and creative projects including our morning announcements as part of W-M-A-C Radio 100. We have full time teachers in dance, music, and media (photography/art) to enhance curriculum. This spring we will host our annual "Cultural Expo" showcasing our effort in these areas.

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 100 The Coney Island School							
District:		21	DBN:	21K100	School BEDS Code:		332100010100		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	27	20	18		92.7	93.4	94.1		
Kindergarten	104	104	101						
Grade 1	106	107	126	Student Stability - % of Enrollment:					
Grade 2	109	106	123	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	114	111	108		95.4	96.3	95.3		
Grade 4	114	111	108	Poverty Rate - % of Enrollment:					
Grade 5	97	116	110	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		64.7	65.6	65.6		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		0	2	7		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		16	6	3		
Ungraded	0	2	0	Special Education Enrollment:					
Total	671	675	684	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	14	24	21	Principal Suspensions	3	11	6		
# in Collaborative Team Teaching (CTT) Classes	1	6	9	Superintendent Suspensions	0	2	2		
Number all others	32	33	45	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	118	115	97	Number of Teachers	41	48	49		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	5	Number of Administrators and Other Professionals	6	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	93.8	100.0
				% more than 2 years teaching in this school	75.6	72.9	75.5
				% more than 5 years teaching anywhere	53.7	47.9	49.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	83.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.3	100.0
American Indian or Alaska Native	0.0	0.0	0.3				
Black or African American	7.3	7.1	7.0				
Hispanic or Latino	7.4	7.6	7.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.3	3.8				
White	80.9	81.0	81.0				
Male	50.4	51.3	49.9				
Female	49.6	48.7	50.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	77.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE	
√ = Made AYP		Δ = Underdeveloped	
√ ^{SH} = Made AYP Using Safe Harbor Target		▶ = Underdeveloped with Proficient Features	
X = Did Not Make AYP		√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status		W = Well Developed	
		◇ = Outstanding	
		NR = No Review Required	

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 100 conducted a comprehensive review of the school's performance by analyzing the Progress Report, Quality Review, Learning Environment Survey Report, School Report card as well as analyzing standardized and periodic assessment results.

In the past few years P.S. 100 has conveyed high academic expectations and is continually raising the bar so that all students can reach their potential. The school has created a school environment conducive to learning. Class sizes have been lowered and students are homogenously mixed to narrow differentiation of learning. The school has a wide and engaging curriculum that gives strong emphasis to technology and the arts.

The administration of P.S. 100 has developed a strong collaborative culture in the school. Teachers are engaged in decision making and goal setting. Classroom teachers are invited on a rotating basis to participate at weekly cabinet meetings. An open door policy allows teachers to give feedback on curriculum and school policy. In addition, teachers are encouraged to participate in professional development outside of the school. Consultants are brought into the school to provide additional support to new technology and programs. New teachers are given detailed feedback and high levels of support in developing curriculum and teaching skills. P.S. 100 must now go one step further. The school needs to bring classroom teachers into the collaborative inquiry process. Inquiry teams need to be set up on each grade level in order to improve student progress and performance.

An analysis of Grade 3 NYS ELA reading assessment results over the three-year period from 2007-2009 indicates the following:

Results for all tested students indicate a 6.2% decrease of students performing at level 1 and a 6.5% decrease at level 2. The results for all students also indicates a 1.9% decrease of students performing at level 3 and a 14.7% increase of students performing at level 4. Overall 93.7% of all tested students are reading on levels 3 and 4. This is an 8.9% increase from the year before.

An analysis of Grade 4 NYS ELA reading assessment results indicate a 9.6% decrease of students performing at level 1 and a 6.0% decrease of students performing at level 2. Results also indicate a 14% increase at level 3 and a 1.5% increase at level 4. The Federal Title 1 accountability status in elementary level English Language Arts is in good standing. The State accountability status in elementary English Language arts is in good standing.

Analysis of Grade 5 NYS ELA Reading Assessment results over a three-year period from 2007 to 2009 indicates the following:

Results for all test students indicate a .2% decrease of students performing at level 1 and a 4.5% decrease of students performing at level 2. There was a 3.7% increase of students performing at levels 3 and a 1.0% decrease in students performing at level 4.

There were 38 students with IEPs in all grades who took the 2009 ELA exam. Two (5.3%) students performed at level 1. Seventeen students performed in level two (44.7%) and 50% performed in levels 3 & 4. Disaggregated student achievement shows that students continue to show an increase in students performing at levels 3 & 4.

Performance Trends show that for the past 3 years the overall ELA test scores have improved. In 2007 the overall ELA test score was 77%. In 2009 the school showed an 11.2%% gain (88.2%). Though there has been an increase in test scores, a review of school assessments (grade and class tests), periodic assessments and standardized assessments reveals that students are demonstrating weakness in vocabulary (word study), critical thinking skills, mechanics and writing a response to literature. In addition classroom teachers need to continue to develop strategies to differentiate instruction by using data analysis. P.S. 100 also needs to improve all teachers' skills in engaging students at an appropriately challenging level.

An analysis of Grade 3 NYS Mathematics test results over the three-year period from 2007-2009 indicates the following:

The percentage of third graders scoring at levels 3 & 4 is 96.9%

An analysis of Grade 4 NYS Mathematics Assessment results over the three-year period from 2007-2009 indicates the following:

Results for all tested students indicate a 9.9% increase in students scoring at levels 3 & 4. Results for all 4th grade students indicate 93.4% performing at levels 3 and 4. The Federal Title1 accountability status in elementary level math is in good standing. The State accountability status in elementary-level math is in good standing.

An analysis of Grade 5 NYS Mathematics test results over the three-year period from 2007-2009 indicates the following: Results for all tested students indicate a 5.9% increase of students performing at level 3 & 4. The percentage of fifth graders scoring at levels 3 & 4 is 94.7%

Performance Trends show that for the past 3 years the overall Math test scores have improved. In 2007 the overall Math test score was 86.3%. In 2009 the school showed an 8.6% gain (94.9%). Students with disabilities have shown a significant increase (from 59.5% to 74.4%) in students performing at levels 3 & 4. A review of school assessments, periodic assessments, and standardized tests show that P.S. 100 has an effective math program that helps students' performance and progress, however, efforts will be made to bring the overall special education scores to a higher level.

A review of the ELA student progress section on the Progress Report reveals that 67.7% of students are making at least 1 year of progress. This is a 10.7% increase from last year. The percentage of students (ELA) in school's lowest 1/3 students making at least 1 year of progress is 80.2%. The average change in student proficiency for level 1 and level 2 is 0.53. The average change in student proficiency for level 3 and 4 students is 0.02.

A review of the Math student progress section on the Progress Report reveals that 74.1% of students are making at least 1 year of progress. This is a 4.6% increase. The percentage of students in school's lowest 1/3 students making at least 1 year of progress is 77.3%. The average change in student proficiency for level 1 and level 2 is 0.49. The average change in student proficiency for level 3 and 4 students is 0.03. PS 100 received an A on the Student Progress Section. To continue to increase the percentage of students who are showing progress, the school will implement differentiated instruction strategies.

P.S. 100 provides regular and frequent outreach to parents. During school hours, parents are involved in classroom, grade and school-wide activities. Parent workshops are held for parents whose children attend ESL, Funded reading and math. Parents are involved with the School Leadership Team. Parents are informed at PTA meetings on all school matters and programs. A school newspaper is distributed at least twice to inform parents as well as allowing the parents to view student work. All notices are translated for our large Russian population. In addition, interpreters are available so that non- English speaking parents can communicate with the school's staff. An ESL program from the Shorefront Y was housed in the school to help parents improve their English

skills. The parent coordinator has become an integral part of the school staff. The parent coordinator welcomes parents as well as answer parent concerns on a daily basis.

Over the past several years, P.S. 100 had many accomplishments. Academically, we have shown progress and performance gains on State Exams which has lead to an A rating on our Progress report. In addition, we have shown an increase in scores on the State Science and Social Studies Tests.

P.S. 100 is a model SmartBoard School with all classrooms equipped with this technology and teachers who are SmartBoard certified. Additionally, students become proficient with technology through basic computer skills and computer art taught by our Media Teacher.

Most important is our commitment to instilling a sense of responsibility and service. The Student Council is comprised of student representatives from grades 3-5. Every month our student council is involved with philanthropic activities. The entire school participates in our fundraising activities. Along with our givebacks, the Student Council chooses a fun day every month to promote a cohesive community. Givebacks activities include addressing local issues (raising money for cancer research), community needs (food pantries and animal shelters), and International concerns (books for African Schools).

As our school continues to show progress in reading, math and the content areas, P.S. 100 has opened students' horizons in the Arts. Our fourth grade students participate in Ballroom Dancing and were silver medal winners in Borough-wide competitions. Our 4th and 5th grade students have the opportunity to participate in the School's Chorus. The Chorus has performed for the school population as well as for outside organizations such as senior citizens' groups and Borough Hall concerts.

One challenge we have is Parent Involvement. Our PTA meetings are not well attended despite student recognition ceremonies, give-away incentives and other activities. We have seen an increase in parent attendance at Workshops which are offered in the morning after line-up. We will be planning a morning PTA meeting to see if this is more suitable for our parents.

The most challenging barrier to our efforts is the continuing budget cuts (some of which are unexpected). For example, money not being released as expected in mid-year to adjust for an increase in enrollment. As funding is reduced, we are forced to cut programs, materials and activities for children.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

- 1. By June 2010, 94% of classroom teachers will participate in the collaborative inquiry process which will lead to a 3% increase in student's scoring at levels 3 & 4 as measured by the NYS ELA assessment.**

In order to continue to improve student achievement, teachers will learn how to set up inquiry teams and participate in the collaborative inquiry process.

- 2. By June 2010, 75% of the staff will implement differentiated instructional strategies as measured by formal and informal classroom observation.**

Teachers will utilize data from various sources (ARIS, periodic assessments etc.) to differentiate instruction in all classrooms. All students, include special education and ELL students, will benefit from instruction and intervention which is individualized for their needs.

- 3. By June 2010, there will be a 12% increase of students in grades 1-3, including ELL students, who meet or exceed ECLAS benchmarks in vocabulary.**

Teachers will work together as a grade to improve vocabulary skills of their students so that comprehension and writing skills will improve as well.

- 4. By June 2010, there will be a increase in parental participation as measured by a 5% increase in attendance rates at meeting and conferences.**

The school will continue to increase parent participation in school events. The school will provide time for parents to participate in informative workshops as well as cultural presentations.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Collaborative Inquiry Process

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 94% of classroom teachers will participate in the collaborative inquiry process which will lead to a 3% increase in student’s scoring at levels 3 & 4 as measured by the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Sept 2009- June 2010</p> <ol style="list-style-type: none"> 1. Further develop the use of ARIS as a data tool and explore the use of the site for collaborative dialogue with professional development from the Data Specialist and Network Support Specialist. 2. Schedule time for teachers to meet with their respective grades and with the Data Specialist and Literacy Coach (school-wide inquiry members) to focus on a targeted group of students within their classes. The Data Specialist and Literacy Coach will also work to explain and support the collaborative inquiry process. 3. Teachers will become more knowledgeable about data as it relates to student performance and progress. 4. Teachers will have active articulation among their grades on strategies for their targeted population.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Data Specialist, Literacy Coach, 31 Tax Levy Classroom Teachers</p>

Indicators of Interim Progress and/or Accomplishment

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

85% of classroom teachers will show that they participated in the collaborative inquiry process with their respective grades. Grade Leaders will provide agendas of collaborative inquiry process sessions. Visitations by Principal and Assistant Principal to the sessions. Records of time spent on Professional Development Days and other school-wide programming. Review of their inquiry team space on ARIS.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 75% of the staff will implement differentiated instructional strategies as measured by formal and informal classroom observation.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009-June 2010 1. Data Review to determine individual student needs with Data Specialist and Grade Leaders. 2. Continue to work with outside consultants to develop our Academy Program with enrichment units. Units of study created will become pilot programs to be modified so that they can be used by other classes to enrich their curriculum. 3. Outside consultants will provide workshops on differentiated instruction strategies for all teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Data Specialist, Literacy Coach, 31 Tax Levy Teachers Use of Title I Highly Qualified money</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence in classroom observations by Administrators, examination of student progress as revealed in Acuity ITAs, quarterly review of students’ reading levels, participation in Extended Day Programs as an offering for purposeful assistance.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA-Vocabulary

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 12% increase of students in grades 1-3, including ELL students, who meet or exceed ECLAS benchmarks in vocabulary.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Sept. 2009-June 2010</p> <ol style="list-style-type: none"> 1. Teachers will identify students through the Fall 2009 ECLAS results being conducted now. 2. Students not meeting benchmarks will be encouraged to attend Extended Day Program. 3. School will purchase additional Franklin “speaking” thesauri. 4. Support Staff (ELL specialist, Funded Reading Teacher, Literacy Coach) will develop this reading skill within their respective groups. 5. Interim unit tests from our “Reading Streets” Program (called “Benchmark exams” will help teachers monitor these instructional goals. 6. Professional Development on enhancing vocabulary skills to be conducted by Literacy Coach throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ELL Specialist, Literacy Coach, Funded Reading Teacher, 16 Tax Levy Teachers Title I funding used for after-school programs in vocabulary development for grades 2 & 3, as well as classroom materials</p>

Indicators of Interim Progress and/or Accomplishment

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

By spring of 2010 students in grades 1-3 will show a 5% gain in scoring at the appropriate grade level on ECLAS

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a increase in parental participation as measured by a 5% increase in attendance rates at meeting and conferences.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Sept 09-June 10 Parents</p> <ol style="list-style-type: none"> 1. Continue written translations in Russian and Spanish 2. Continue monthly phone calls in English, Russian and Spanish highlighting school events. 3. Additional activities for parents (i.e. movie nights, instructional workshops) 4. Organize motivating parental activities to help increase student academic success (i.e. literacy night) 5. Continue to plan giveaways, student performances and rewards to encourage parent attendance at PTA meetings, PT conferences and workshops (i.e. PS 100 Student of the Month Award)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Parent Coordinator, Social Worker, Various staff members to provide workshops of interest to Parents (i.e. Parent Coordinator speaking on ARIS, Social Worker speaking on Stress)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>5% parent involvement increase- Review of Parent sign in sheets at P/T conferences, workshops etc. Review of tickets sold for school events such as Halloween Dance, Grade 5 Play etc.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	27	N/A	N/A	0	0	0	As needed
1	34	34	N/A	N/A	0	0	0	As needed
2	57	57	N/A	N/A	3	0	2	As needed
3	55	55	N/A	N/A	5	0	0	As needed
4	40	40	23	23	5	0	0	As needed
5	32	32	3	17	6	0	0	As needed
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Early Childhood Intervention –Teacher recommendation, ECLAS and parent request are used to identify early childhood students (grades 1 & 2) who are at-risk of not meeting State and City standards. An Early Childhood Intervention Specialist works with these targeted children in small groups in a push-in/pull-out program. The Early Childhood Intervention Specialist uses a language- based approach to reinforce work taught in reading, writing, math, S.S. & science.</p> <p>At-Risk Special Education Teacher Support Services (SETSS-Resource Room)- Students who have failed to meet the promotional criteria (Level 1 students in reading) will have the opportunity to work with the SETSS teacher. The SETSS teacher utilizes the Wilson Language Program to promote reading achievement in grades 1-3. This program follows the Orton–Gillingham philosophy to teach reading.</p> <p>IEP teacher- The IEP teacher works with students in need once or twice a week in reading.</p> <p>Title 1 Funded Reading Program- Funded reading is a small group pull-out/push-in program for those students who failed to meet the promotional criteria as well as students who meet the established promotional criteria but require additional support to achieve state standards. The goal of this program is to improve our students’ four levels of comprehension (literal, interpretative, critical and affective). There is also a strong emphasis on improving writing skills. This is accomplished by including written assignments in response to the literature. The reading teacher and the classroom teacher work with small groups to develop proficiency in reading comprehension.</p> <p>Extended Day Program 37 ½ tutoring program- Identified AIS students attend Extended Day Program (EDP) for 37 ½ minutes to receive additional support in areas of need. Students work in groups of 10 or less so that students can receive individual help.</p>
Mathematics:	<p>Morning 37 ½ tutoring program- Identified AIS students attend EDP for 37 ½ minutes to receive additional support in areas of need. Students work in groups of 10 or less so that students can receive individual help.</p> <p>IEP teacher- The IEP teacher works with students in need once or twice a week.</p>
Science:	<p>Students meet with their teacher or science cluster on their professional preps or during the 37 ½ tutoring session on a needs basis. Students in need can work with the IEP teacher once or twice a week.</p>
Social Studies:	<p>Students can work with the IEP teacher one or twice a week. Teachers also work with students when needed on their professional prep or during the 37 ½ morning tutoring session</p>

At-risk Services Provided by the Guidance Counselor:	Students are identified by the PPT. Students in need of guidance meet with the guidance teacher once or twice a week in a small group. If needed, the guidance counselor will meet with a child individually
At-risk Services Provided by the School Psychologist:	Students who are identified by the PPT meet with the school psychologist once a week, The school psychologist works with a child one on one. The school psychologist is also available to talk to a child on an emergency basis.
At-risk Services Provided by the Social Worker:	Students who are identified by the PPT meet with the social worker once a week. These students meet with the social worker on an individual basis. Students who see the social worker may also see the guidance counselor
At-risk Health-related Services:	Students can meet with the nurse to discuss health related issues (i.e. asthma) when needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/21	School P.S.100
Principal Katherine A. Moloney	Assistant Principal Paula Paolucci
Coach Michelle Cohen	Coach
Teacher/Subject Area Shirley Scherman	Guidance Counselor
Teacher/Subject Area Lori Weiss	Parent
Teacher/Subject Area Tabatha Romano	Parent Coordinator Cristina Tozzi
Related Service Provider Joann Brenner	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	680	Total Number of ELLs	107	ELLs as Share of Total Student Population (%)	15.74%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

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

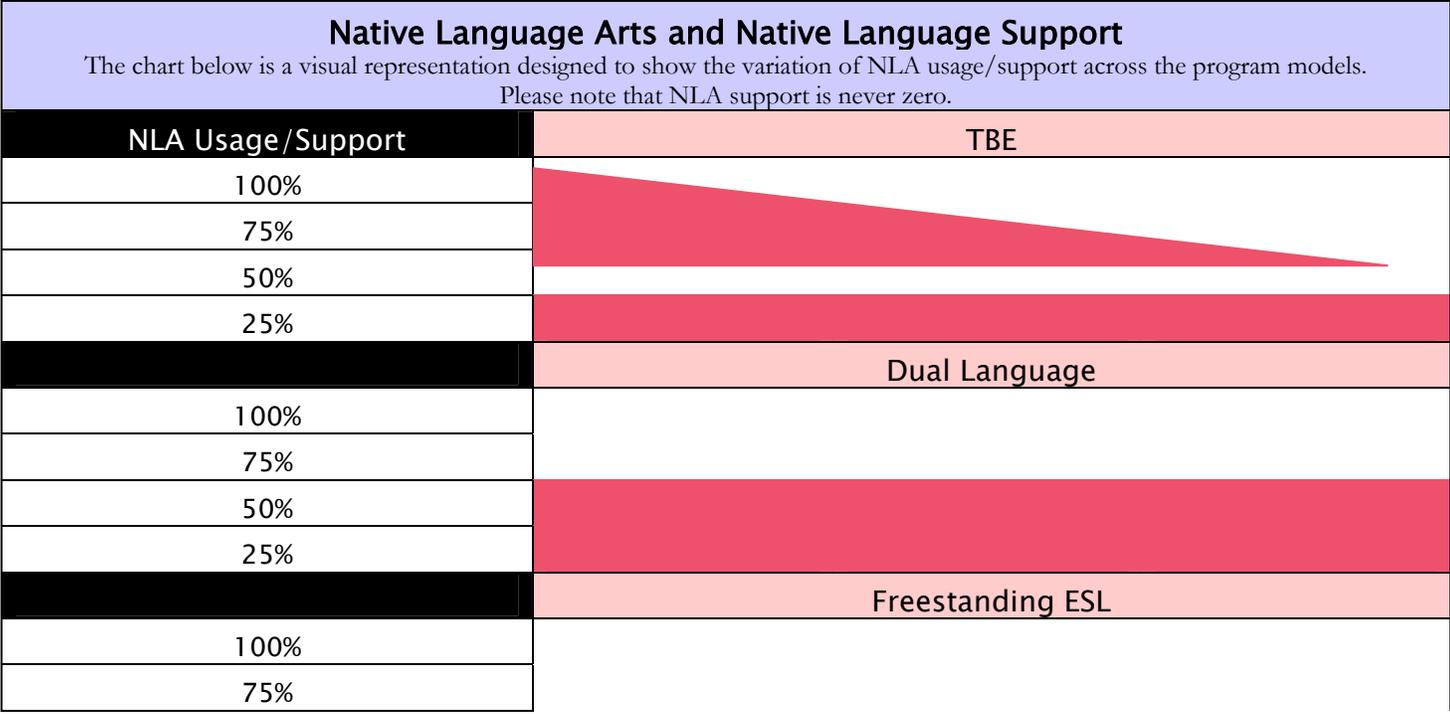
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	2	6	1	3	0				15
Chinese										0
Russian	26	15	8	12	14	4				79
Bengali										0
Urdu	4	0	3	0	0	1				8
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	1	0	1	0	0	0				2
Albanian										0
Other	0	0	1	2	0	0				3

Programming and Scheduling Information

TOTAL	34	17	19	15	17	5	0	0	0	107
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- 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.

Parental Involvement

- 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?

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	16	5	4	1	6	0				32
Intermediate(I)	0	8	4	4	4	1				21

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		5		0		6
8									0
NYSAA Bilingual Spe Ed									0

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

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

- 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 does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Paolucci	Assistant Principal		
Cristina Tozzi	Parent Coordinator		
Lori Weiss	ESL Teacher		
	Parent		
Shirley Scherman	Teacher/Subject Area		
Tabatha Romano	Teacher/Subject Area		
Michelle Cohen	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Joann Brenner	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 21K100 LAP Work Sheet 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K100
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/30/2009 12:54:00 PM
Change Number: 2
Last Saved On: 10/30/2009 12:54:00 PM
Last Saved By: NYCDOE
Total Editing Time: 0 Minutes
Last Printed On: 3/8/2010 8:01:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,812 (approx.)
Number of Characters: 33,134 (approx.)

P.S. 100
LANGUAGE ALLOCATION POLICY
2009-2010

P.S. 100's Language Allocation Policy (LAP) team members consist of:

Katherine Moloney- Principal

Christina Tozzi- Parent Coordinator

Lori Weiss- TESOL

Shirley Scherman- TESOL

Lori Buchbinder-First Grade ESL Self Contained Classroom Teacher

Joann Brenner- SETSS

Tabatha Romano- Funded Reading Teacher

As a proactive approach to instructional improvement, the LAP team has carefully drafted the following Language Allocation Policy:

P.S. 100 provides instruction for language development which guides programmatic and curricular decisions for students until they obtain academic proficiency in English for our English Language Learners (ELL's) through its ESL pull-out/ push-in models in Kindergarten through Grade 5 and one self contained ESL first grade class. We use the data collected from the LAB-R and NYSESLAT exams to determine the most effective ways to plan for and implement differentiated instruction to our New York State mandated ELL students.

As part of registration, the Home Language Survey is completed by the parents along with Shirley Scherman, TESOL or Lori Weiss, TESOL. If necessary, a translator is provided for the parents. An informal interview is conducted. During the interview, the TESOL teacher will give tips and guidance to parents on strategies they can work on with their child before and during the school year. At this time it is determined whether or not the student will be eligible and administered the LAB-R.

At P.S. 100 all classes are homogenously grouped. We find that there is an advantage in grouping similarly skilled students together. It allows the teachers to target individual student needs and focus on texts and material that is appropriate for their ability. We want to be able to challenge students not frustrate the struggling. Homogenous grouping allows our higher level students to advance at a faster pace.

In the ESL program, the general education, as well as the special education children are pulled out of the classroom, as well as the ESL teachers push-in to homogeneous classes by grade level and placed in differentiated groups according to their scores on the LAB-R and NYSESLAT. Students are programmed into classes according to NYS mandates:

- Beginners... 360 minutes per week
- Intermediate... 360 minutes per week
- Advanced... 180 + 180 ELA per week

At P.S. 100 we have three full-time certified teachers in ESL. All licenses are on file in the main office. We provide instruction to our ELL students through a pull-out/push-in program in grades K-5 and we have one self contained first grade ESL class.

There are 680 children enrolled at P.S. 100. The school community is made up of 81.03% white, 6.91% Black, 7.79% Hispanic, 3.97% Asian and others (including Pacific Islanders, Alaskan, Natives, and Native Americans). There are 107 students designated English Language Learners for the 2009-2010 school year. At P.S. 100 there are 6 different languages spoken.

The total number of children in the ELL program is 107. There are 34 children in Kindergarten, 17 students in first grade, 19 students in second grade, 15 students in third grade, 17 students in the fourth grade and there are 5 students in the fifth grade.

An annual review is conducted within the first 10 days of the school year, as per the CR 154 regulations, the Parent Selection and Program Survey, with the original form placed into the student's cumulative folder and a copy held on file in the main office, has determined an overwhelming request for the ESL program only. The licensed ESL teachers conduct Parent Orientation meetings several times throughout the year. We have Parent Orientation meetings several times throughout the year. At these meetings, each program (English as a Second Language program; Dual Language/Two-Way Program; Transitional Bilingual Program) is offered and discussed. Parents are given the opportunity to watch a DVD in their native language about the different programs offered. Interpreters are provided as well, along with the parent coordinator to answer questions they may have. If the parents are unable to attend any of our meetings, a parent orientation is conducted via the telephone. . The languages of our parents are determined as we collect and review the Home Language Identification Surveys as well as our student's emergency cards. The parents will indicated which language they will prefer to receive information in. Documents as well as verbal communication will be aligned with their choice. The school secretaries along with the classroom teachers are aware of language preferences. Translators are available for parents throughout the school day. At P.S. 100 we have many bilingual staff members who are always willing to provide assistance with translations and interpretations.

At that time, parents choose the program they prefer for their child. The program that is offered at P.S. 100 is aligned with the parent's choice. It is explained to the parent if their first choice is not offered at our school we will make every effort

to find a program that is. After all the data is collected and determined, entitlement or non-entitlement letters are distributed to the parents of all the students who were eligible to take the LAB-R exam.

As a result of the information provided on the Home Language Survey (HLIS), we find that the ELL population at P.S. 100 consists mainly of Russian language speakers. Although most of these children who enter our school in Kindergarten and Grade One are born in America, they have limited English skills and are taught in their native language at home. Upon their child's entrance to school, the parents of P.S. 100 students prefer that their child/children begin learning English and receive ESL services in conjunction with their daily classroom instruction. At this time we do not have any SIFE students.

One of P.S. 100's goals is to have all of the ELL students, which include special education students, engage in active and productive activities that meet the Chancellor's ESL Learning Standards. To help achieve these standards, the New York State English as a Second Language Achievement Test (NYSESLAT) and the LAB-R are reviewed to develop quality, based instruction.

In reviewing the 2009 NYSESLAT scores, 104 students were tested in the four modalities. The patterns in proficiency levels are as follows, we found that 17% of the students in level 1 are at the advanced level in the reading and writing modalities; 19% are at the intermediate level and 13% of level 1 are at the beginning level, 35% are proficient. On the listening and speaking modality, 0% is at the beginning level, 11% are at the intermediate level, 39% are advanced and 50% are proficient. The students in Level 2 (grades 2-4) 7% are at the beginner level, 10% in the intermediate level, 53% are advanced and 23% are proficient in the reading and writing modalities. In the listening and speaking modality, 0% are beginners, 2% intermediate, 21% advanced and 77% are proficient. The children at levels 1 & 2, need to increase their reading and writing skills. The ESL teachers will work closely with children and classroom teachers to develop appropriate lesson to meet the city and state standards. Lessons to boost the reading and writing scores will include more modeling of best

practices in reading and writing. We will use a wide variety of graphic organizers to enhance reading comprehension and to organize thoughts in the writing process.

Analysis of the NYSESLAT scores show, that there is an increase of scale scores in all areas. Although there is an increase on the reading and writing section students are scoring lower in those modalities than in listening and speaking. ELL teachers are targeting reading and writing strategies in order to improve scoring in those areas.

The students in level 3 (grade 5) 0% of the students are at the beginner and intermediate levels for listening and speaking, 14% of the students are advanced and 86% are proficient. On the reading and writing modality, 0% is beginners, 29% intermediate, 43% advanced and 29% proficient. This indicates that children in level 3 need to develop stronger skills in reading and writing. We will work closely on improving the reading and writing skills for the students who are performing below the proficiency levels, instructing the students using reading strategy cards which will offer visual support. These cards will cover strategies such as concepts of print, sentence structure, parts of speech and finally how to use these concepts to write a comprehensible paragraph.

For the 2009-2010 school year, there were 165 new admits. From these 165 students 95 were eligible and LAB-R tested. Fifty-seven students scored above the LAB-R cut score and 38 tested below. The number of students at Level 1 are as follows, Beginners- 32, Intermediate – 0, Advanced – 17. Level 2 Beginners 2, Intermediate 0, Advanced 0. The new admits who were tested at levels 2 and 3 scored above the cut score. The students scoring at or below the cut score on the LAB-R are placed in general education classes with ESL mandated services.

Our plan for long term ELL children, we will look closely at the NYSESLAT scores and form small group instruction to address their individual needs. The ESL teachers will work closely with the classroom teachers to plan lessons in order to increase their academic achievement. The ESL teachers meet with the classroom teachers during their common planning periods to develop lessons to achieve the goals set by both ESL and classroom teachers. Together they develop Reading, Math,

Science, and Social Studies Lessons, as well as appropriate homework assignments, which meet the needs for all of our English Language Learners including the SIFE students as well as newcomers to P.S.100. Instruction for our ELL's is differentiated in grouping students who are having difficulty with the core components of ELL's learning. Students are grouped and are being challenged through the four modalities of reading, writing, listening and speaking. The ELL's are placed in groups according to their proficiency levels within the ELL class. Our new comers receive instruction in phonemic awareness as well as a heavy concentration of vocabulary. Instructional objectives for ELL's are constantly changing due to the progression of academic knowledge, differentiated instruction is taking place on a weekly basis according to the topics being covered

In the classroom, Students receiving ESL services for 4-6 years as well as long term ELLs', will be encouraged to participate in read-alouds, shared and guided reading as well as the writer's workshop model. Long term ELLs' will be paired with peer tutors and will also receive additional intervention from classroom paraprofessionals. All ELL students are encouraged to participate in the extended day program.

We have 3 self contained special education classes in grades K, 2 and 4/5, where the ESL teacher uses the push in model. The kindergarten and 4th grade special education classes are supported with bilingual Spanish paraprofessionals. They assist the students in the classroom with the transition to speaking, reading, and writing from Spanish to English. The paraprofessionals also aid the parents of these students as interpreters and translators. There is a 3rd grade collaborative team teaching class, where the ESL teacher uses the pullout method of teaching. All special education students receive the prescribed amount of mandated units of ESL support in order for our special education students to reach their highest potential of learning. The goal for our Special Education students is to increase vocabulary and listening skills.

We provide a multi-lingual library in the ESL classroom as well as the school library. The children are encouraged to read and use the books as well as take them home to share with their families. We have fiction and non-fiction books written in Russian/English and Spanish/English, the main languages of our students. We also have bi-lingual dictionaries to help the

children. On our staff, we have several teachers who are fluent in Russian, Spanish, Urdu and Polish. We also have an active PTA with many of the parents willing to volunteer as interpreters.

In order for our ELL's who have reached Advanced proficiency as well as ELL's who have reached proficiency will receive extra periods of instruction throughout the week with our Reading Specialist, to improve their reading and writing skills. The reading specialist determines student's strengths and weaknesses through evaluations and articulation with the classroom and ESL teachers to determine an academic course of intervention. The reading Specialist provides instruction using various intervention programs to small groups to meet their need. Our Reading Specialist offers continuing transitional support for those students who have reached the proficiency level of the NYSELAT.

Our ELL students will have the opportunity to participate in our Arts and Media Program. This will encompass different learning styles, which includes instructional activities that support the individual student's visual, auditory and tactile styles of learning. Our Ell's are given the opportunity to hear, see, and interact with smart boards. This gives the ELL's the opportunity to encompass the total physical response approach to enhance real life pictures and seeing objects and places they would have never been given the opportunity to experience before. Smartboards are an interactive tool that combines a white board and the power of a computer to bring the latest technology to the classroom. Here at P.S. 100 we are extremely fortunate to have 33 Smartboards throughout the school building, and 1 Smart Table for the Pre-Kindergarten classroom.

We have many children in our school who serve as peer tutors and help translating for our new immigrants. ELL teachers are available for conversation/ dialogues with students to enhance social and life skills at other times during the school day. The ESL teachers also provide their students as well as their parents email access through our teacher websites.

We will continue the reading program published by Scott Foresman, titled, "Reading Street", which provides our students with the necessary tools needed to develop the literacy skills to meet the New York City and State standards. This program provides the support to identify and respond accordingly to the varying needs of our ELLs in the classrooms. It will help develop fluency, as readers, writers, listeners and speakers of academic English, as they are learning grade level content

concepts. This reading program will provide activities to scaffold and support their instruction so that all our ELLs learn in ways they can comprehend while building their academic and social vocabulary. The ELL's are participating in reading/writing blocks, which include literature circles and the writer's workshop model to strengthen their written response to literature.

In all of the ESL classrooms there are books, audio cassettes, videos and CD-ROMS in the different languages spoken at our school. We encourage the children to borrow materials to work at home with their families.

In order to develop the skills needed to show academic gains, the ESL teacher includes lessons that will increase their oral language development. A Holistic Approach is used where the four skills of listening, speaking, reading and writing are included everyday. The ELL teachers will continue to use a variety of researched based programs such as, Into English (Hampton Brown), English at Your Command (Hampton Brown). The ESL teachers are using Earobics (Cognitive Concepts) to teach phonics using interactive and engaging materials. This program is being implemented throughout the grades for our ESL children. This program focuses on phonemic awareness, using computer technology, read alouds and whole group instruction (within the four modalities of learning; reading, writing, listening and speaking). Our ELL's also have access to a mobile computer lab, which includes 24 laptops with wireless Internet access. There are Listening Centers in every classroom in order to improve the ELL's vocabulary and reading skills. Students who have tested out of the ESL program will be given extra support with vocabulary and listening skills.

In addition, the *Language First!* Program, designed by LeapPad, is used as an interactive tool designed to enhance vocabulary development by providing over 2500 essential vocabulary words, as well as pictures and a multisensory program featuring multilingual audio. The *Language First!* Program aids with English language proficiency by offering nine themes, all presented in four language proficiency levels. This program will bridge the gap for our students in building their vocabulary skills and fluency, building their phonemic awareness skills, as well as, building their comprehension skills.

On Our Way to English, (Rigby) is another program that we will continue to implement during the ELL pull out instruction and is a wonderful comprehensive program for our English Language Learners. It focuses on oral language

development, content area learning and literacy learning. There are 8 thematic units which are standards based and apply to language and literacy learning. On *Our Way to English* thematic units, guided reading collection and phonics work together to provide the language literacy and content instruction necessary to help guide P.S. 100's English Language Learners into academic success. This program provides assessment for each unit that includes a check list to assess each of our student's performance in fluency, and content area knowledge, as well as Standardized Test Practice Masters, which help prepare P.S.100's ELL students taking state exams. The guided reading lessons are designed to help address the needs of our ELL's at a variety of stages of language acquisition. The guided reading books are leveled according to *Rigby* ELL levels and include topics related to social studies, science and math academic content areas, which will increase our student's ability to gain informational reading skills while building content area knowledge. An important tool, which will be most beneficial to P.S. 100's ELL's is the writing component. One of our goals is to increase the writing skills of our English Language Learners. Through *Rigby's*, writing component our students will learn to activate and stimulate vocabulary, select topics, and be able to use strategies to create meaningful writing pieces.

Additional programs were offered for our ELL students this year through Title III funding. P.S. 100 provided after school assistance and support with a program to increase the academic and social vocabulary of our ELLs in Grades Kindergarten through Second Grade. This will help prepare the students for all of the New York State Exams. There will also be two after school programs offered this year A vocabulary program will focusing on developing vocabulary in order to increase comprehension and writing skills. The "Write Away" program is a writing program to teach the mechanics and response to literature.

Grades 3, 4, and 5 were administered the New York State Math exam in 2009. The percentage of students tested in the third grade is as follows, Level 1 is 0%, and Level 2 is 3%, 43% scored at a Level 3 and 53% at level 4. The percentage of students tested in the fourth grade is as follows, Level1 0%, Level2 7% and 41% scored at Level 3 and 53% scored at level 4. The percentage of students tested in the fifth grade is as follows, Level 1 is 1%, and Level 2 is 4%, and 43% scored at Level 3 and 52% scored at level 4. Analysis of the math scores show that there was an increase of 10.2% of ELL students scoring at

levels 3 and 4. ELL students are improving their New York State scores each year. The English Language Learners who are falling below the math standards are given enrichment within the classroom using differentiated instruction as well as during the extended day program. The ELL teachers participate in staff development for all grades and work closely with the teachers of grades 3-5 to increase the level of math proficiency.

P.S.100 assesses early literacy skills through the use of ELAS-2. Teachers use hand held palm pilots to assess students. Once information is synced with the computer program, teachers can immediately review individual results and needs. Teachers can also group ELL students based on student performance for an activity. In addition administrators can view ELL student performance to help plan strategies to allow students to meet standard-based academic curriculum.

Grades 3, 4, and 5 were administered the New York State ELA exam in 2009. The percentage of students tested in the third grade is as follows, Level 1 is 1%, and Level 2 is 5%, and 66% scored at a Level 3 and 27% scored at level 4. The percentage of students tested in the fourth grade is as follows, Level 1 is 1%, Level 2, 15%, and 75% scored at Level 3 and 9% scored at level 4. The percentage of students tested in the fifth grade is as follows, Level 1 is 1%, and Level 2 is 12%, and 72% scored at Level 3 and 16% scored at level 4. There was a 27% increase of ELL students scoring at levels 3 and 4. ELL students are continually improving their English Language skills which are leading to an increase in their New York State ELA scores. The English Language Learners who are falling below the ELA standards are given enrichment within the classroom, with the ELL teachers as well as the funded reading teacher.

Teachers review periodic assessment data in order to identify ELL student weaknesses. Teachers can then develop learning strategies which will then allow ELL students to become critical thinkers in the language of instruction.

At monthly School Leadership meetings, the Data Specialist reviews analysis of disaggregated test performance results with the team. The School Leadership Team then discusses the results and provides goals and an action plan to further improve ELL performance.

After an analysis of the 2008-2009 test results, the School Leadership Team has targeted vocabulary as an area of improvement for ELL students. P.S.100' overall goal for our English Language Learners is to increase the vocabulary and comprehension skills of our students.

Our administrators, teachers, teaching assistants and parents will participate in ongoing Staff Development workshops with issues related to the Content Standards and how English Language Learner's can meet the Content Standards. ELL Instructional Support Specialists, Literacy Coach, and school-based staff will work together to conduct interactive workshops during planned grade meetings or our "Lunch and Learns" where teachers are invited to have lunch with the ESL teachers to discuss a topic. Records of these workshops are kept on file in the school. The workshops will include:

Fall

- 1 Welcoming the New English Language Learner to your classroom.
- 2 Planning lessons to include the English Language Learners
- 3 ESL instruction in content areas

Winter

- 3 Reading workshop for ELL students
- 4 Math workshop for ELL students
- 5 Setting up centers for your ELL's within your classroom

Spring

- 6 Grades 3-5: Planning lessons for the older ELL child

7 NYC & NYS testing mandates for ELL students

8 Planning for next year

Parent workshops are offered throughout the year with the ESL specialists as well as the parent coordinator. The ESL teachers have a web site in which the parents can access. The website provides links to helpful websites for parents to visit with their children as well as a link to the ESL teachers via e-mail. The parent coordinator is also available to answer any questions or concerns parents may have. The parent coordinator has a lending library available for the parents along with brochures and pamphlets informing parents of ways to improve their child's education. These documents are available in several languages.

An English as a Second Language class is offered to our parents after school, at no cost to them from the Shore Front Y (a local community center).

All parents have school information available to them through, a telephone global connection that provides school information. Information is given via a message when a mass telephone call is placed in the language of the parent's preference.

In conjunction with staff development, the ELL teachers also participate on the Pupil Personnel Team and Instructional Team, to ensure that quality instruction will be provided for the English Language Learners.

CR Part 154 (A-7)
Student Schedule
Elementary School
2009-2010

Student Proficiency Level: BEGINNING, INTERMEDIATE, ADVANCED

Grade Level: First

**All of P.S. 100 Beginner 1st graders are in a self-contained ESL Class
and are homogenously grouped**

School District:

21

School Building: 100

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:25	Subject/Specify <u>Comm. Arts</u> Foundations	Subject/Specify <u>Comm. Arts</u> Foundations	Subject/Specify Gym (Prep)	Subject/Specify <u>Comm. Arts</u> Foundations	Subject/Specify AIS (Prep)
2	From: 9:25 To: 10:10	Subject/Specify <u>Math</u>	Subject/Specify Math	Subject/Specify <u>Comm. Arts</u> Foundations	Subject/Specify Math	Subject/Specify Reading Workshop
3	From: 10:10 To: 10:55	Subject/Specify Multi-Media (Prep)	Subject/Specify Library (Prep)	Subject/Specify Math	Subject/Specify Mutli- Media (Prep)	Subject/Specify Reading Workshop
4	From: 10:55 To: 11:45	Subject/Specify Reading Workshop	Subject/Specify Reading Workshop	Subject/Specify Reading Workshop	Subject/Specify Reading Workshop	Subject/Specify Dance (Prep)
5	From: 11:45 To: 12:35	Subject/Specify Reading Workshop	Subject/Specify Reading Workshop	Subject/Specify Read Workshop	Subject/Specify Reading Workshop	Subject/Specify Math
6	From: 12:35 To: 1:25	Subject/Specify LUNCH	Subject/Specify LUNCH	Subject/Specify LUNCH	Subject/Specify LUNCH	Subject/Specify LUNCH
7	From: 1:25 To: 2:10	Subject/Specify Science	Subject/Specify Social	Subject/Specify Science	Subject/Specify Science	Subject/Specify <u>Assembly</u> Soc. Studies

			Studies			
8	From: 2:10 To: 2:57	Subject/Specify Read Aloud	Subject/Specify Literary Art Connection	Subject/Specify Read Aloud	Subject/Specify Social Studies	Subject/Specify Read Aloud

CR Part 154 (A-7)

Student Schedule
Elementary School
2009-2010

Student Proficiency Level: BEGINNING, INTERMEDIATE, ADVANCED

Grade Level: FOURTH

Students are homogenously grouped into classes so all beginner, intermediate, advanced ELL students follow the same schedule

School District: 21

School Building: 100

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:25	Subject/Specify Spelling	Subject/Specify ESL	Subject/Specify Spelling	Subject/Specify Reading	Subject/Specify Spelling

			Push in			
2	From: 9:25 To: 10:10	Subject/Specify Gym (Prep)	Subject/Specify ESL Push in	Subject/Specify Reading	Subject/Specify Vocabulary	Subject/Specify Math
3	From: 10:10 To: 10:55	Subject/Specify Reading	Subject/Specify Reading	Subject/Specify Writing	Subject/Specify Writing	Subject/Specify Library (Prep)
4	From:10:55 To: 11:45	Subject/Specify Writing	Subject/Specify Math	Subject/Specify Math	Subject/Specify AIS (Prep)	Subject/Specify Writing
5	From:11:45 To: 12:35	Subject/Specify Math	Subject/Specify Social Studies	Subject/Specify Science (Prep)	Subject/Specify Math	Subject/Specify Reading
6	From:12:35 To: 1:25	Subject/Specify Lunch	Subject/Specify Lunch	Subject/Specify Lunch	Subject/Specify Lunch	Subject/Specify Lunch
7	From: 1:25 To: 2:10	Subject/Specify ESL Pull Out	Subject/Specify ESL Pull Out	Subject/Specify ESL Pull Out	Subject/Specify Social Studies	Subject/Specify Assembly

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 2-3 **Number of Students to be Served:** 15 LEP 20 Non-LEP

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

ELL after-school program provides reinforcement of lessons and help to support the students in the primary grades (2-3) in their understanding of vocabulary. The after-school ELL program uses English as the language of instruction. The program will run from November to April.

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

During the school year professional development will be given on Professional Development days (i.e. Brooklyn-Queens Day) and during grade preps. Teachers will receive instruction on how to present curriculum and content area curriculum (i.e. Science and Social Studies). ELL Instructional Support Specialists, Literacy Coach and school based support staff will conduct interactive sessions.

Form TIII – A (1)(b)

School: P.S. 100 BEDS Code: 332100010100

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3280	71 hours of per session for ESL and General Ed teacher to support ELL Students: 71 hours x \$46.00=3280
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$3280	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

An annual review of the Parent Selection and Program Survey and the Continuation of Service forms are used to assess P.S. 100 need for written translations and/or oral interpretations along with interviewing all children with a dual language background. In addition, the staff will review Language Survey forms to see which languages are prevalent in the building.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our parent population read and speaks English. However, 162 parents speak Russian and 43 parents speak Spanish. There are 10 parents that speak Chinese, 6 who speak Urdu and 3 parents who Arabic. In addition, there are 14 parents who speak one of the following languages: Armenian, Georgian, Ukrainian, Polish, Romanian, Uzbek or Slavak.

Findings are discussed at a Faculty Conference, School Leadership Team meeting as well as a PTA meeting. A discussion is held on how to best serve our Multi-lingual population.

The school notices (i.e. half day notices, school closings, trip forms) are being translated into Russian and Spanish, the two major languages of our school. Staff members are available to serve as translators in Russian and Spanish. A new staff member can now translate school information into Urdu. Translation software is needed in the school to meet the needs of new immigrants. Notices and consent forms and letters are being translated into the different languages.

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. At P.S. 100 the administrators, ELL teachers, bilingual staff members and members of the Parent Teachers Association met and discussed the need for written translation of all notices and forms. It was decided that all notices will be translated into the different languages by our staff and parent volunteers. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.

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. We have a very active bilingual PTA who are willing to participate and are available for parent orientation meetings, parent-teacher conferences, school registration, parent-workshop, and telephone calls. At P.S. 100 there are many staff members who are bilingual and are willing to translate for administrators and teachers. We have staff members that speak Russian, Urdu or Spanish. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.
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>.

When a parent enrolls a child into P.S. 100, the primary language of the parent and student is determined the first day when the parent fills out the home language survey form. The information provided on that form is then entered into ATS. P.S. 100 provide translation and interpretation services so that parents can effectively communicate with the school. In addition, many parents bring a friend or relative to translate for them. P.S. 100 use parent and staff volunteers to provide parents with translated documents. P.S. 100 also prints out Dept. of Education forms (i.e. home language survey forms) when necessary. Besides Dept. of Education forms, trip forms, special education forms, and other school or student related forms are translated and given out to the appropriate students. Staff and parent volunteers can interpret when parents need to communicate at parent conferences or on the phone.

Parent and staff volunteers are also available to interpret during workshops and meetings held during or after the school day. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.

A majority of ELL students at P.S. 100 speak Russian. P.S. 100 is able to provide translation and interpretation service through our bilingual Russian SAT.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$571,899	\$135,528	\$707,427
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5719		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1355	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,594		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6776	
6. Enter the anticipated 10% set-aside for Professional Development:	\$57,190		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,553	

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

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P. S. 100 TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

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

Sample Template for School Parental Involvement Policy:

I. General Expectations

P.S. 100 agrees to implement the following statutory requirements:

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

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

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

1. P.S. 100 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents are informed at PTA meetings that they can volunteer to help develop school parent involvement plan. Parents of Title 1 students are included in the meetings. Meetings are set up that are convenient in time for both parents and staff.
2. P.S. 100 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents elect members to the School Leadership Team. Parent members of the SLT help in the process of school review and improvement. In addition, the meetings have an open door policy so that all parents can attend meetings
3. P.S. 100 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
4. P.S. 100 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by: coordinating with CBO’s in assisting with vision/hearing testing, outreach to parents when offering early childhood workshops, welcoming Parents and new students to the school with orientations.
5. P.S. 100 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be determined by meeting with the PTA on a regular basis (usually after SLT Meetings, encouraging communications before and after PTA Conferences and including a Parent representative accompany staff on a PASS Review.
6. P.S. 100 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting parents to faculty conferences to discuss neighborhood issues.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). In addition, we will continue to call upon the assistance of our Parent Coordinator to develop communications with Parents.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by utilizing the translation services available to us by our PTA. These translations of school material has been an effective tool in maintaining communication on school-wide policies.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership June minutes This policy was adopted by the P.S. 100 on June 1, 2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before second week of September.

Part B: School-Parent Compact

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

School-Parent Compact:

P.S. 100, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 100 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.] P.S. 100 holds a comprehensive assessment review each year in order to provide high quality curriculum and instruction. Programs, strategies and materials that have led to student success are continued and refined. New ideas are researched and introduced. Students receive additional support if they are in need of services. Professional development is provided to all teachers in order to maintain effective teaching.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
 - Parent –Teacher Conferences.....held in November and March
 - Parent Orientation.....held the third week in September
 - Holdover Conferences.....ongoing
 - ELL Parent Orientations & Workshops,
 - Funded Reading/Math Workshops.....held in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 - report cards will be distributed in November, March and June
 - parents are involved in conferences with teachers as per IEP's and on an as-need basis (i.e. holdover conferences).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Teachers are available during parent-teacher conference days. Teachers also schedule holdover conferences when needed. In addition, parents may call and request conference time. Parents can leave messages for teachers to call them.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents may can volunteer to join the School Leadership team. They can participate in Back to School Day as well as visit classes during Open School Week. Parents can volunteer to help during class trips. They are invited to watch the students' special performances (i.e. plays).

P.S. 100 will:

- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- *Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

Monitoring attendance.

- Making sure that homework is completed.
- Making sure my child is on time and prepared everyday for school
- Talking with my child about his/her school activities everyday
- Providing an environment conducive for study
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Reading together with my child every day
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement or achievement
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning-pens, pencils, books etc.
- Listen and follow directions

- Participate in class discussions and activities
- Be honest and respectful
- Follow the school's/class's rules of conduct
- Follow the school's dress code
- Ask for help when we don't understand
- Study for tests and assignments
- Read at home with parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
At the end of the school year (May) the instructional and school leadership team (Leadership retreat) meets to review student achievement on several levels. This team spends the day review teaching strategies and programs, as well as school climate. The Leadership retreat is a valuable assessment tool to see if the school's strategies and methods are successful. The team reports all findings to the school leadership team, faculty and PTA. At the retreat, all NYC and NYS assessment tests are reviewed. In addition, each cluster teacher submits a needs assessment in their subject. The leadership team then analyzes all the information (i.e. NYS tests results, Acuity, ARIS) to decide on strategies and programs for the coming year.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

P.S. 100 provides opportunities for all students to meet and/or exceed State standards. In addition, P.S. 100 will maintain and analyze testing data (periodic assessments, WRAP) to effectively plan for at risk students.

The Pupil Personnel Team (PPT) meets once a week. The PPT assesses and plans the intervention programs for students who are at risk for not meeting the performance standards. All students, including ELL and special education students, receive AIS services, if needed. AIS services are provided by the ELL teacher, SETSS teacher, IEP teacher, and the funded reading specialists. The funded reading teachers use programs which are research-based such as Soar to Success to address the needs of low achieving children. The funded teachers use a push-in, pull-out program in order to meet the needs of all students in the school. The PPT watches the progress of the children who are referred to the team. Students who still are having difficulties are then referred to the SAT. The social worker, guidance counselor and social worker serviced those children who were having social difficulties. When needed, outside referrals were made. After reviewing all the data it was revealed that all children in need of AIS were serviced.

P.S. 100 uses funding from many sources to help provide an enriched and accelerated curriculum. The school will continue the programs set up with magnet money in playwriting, and journalism. Additionally, we will use Project Arts monies to add Artists in Residency programs for dance and art activities (i.e. clay puppetry, ballroom dancing). P.S. 100 will develop relationships with cultural institutions to expose our children to these groups.

3. Instruction by highly qualified staff.

In order to implement all school programs, P.S. 100 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are given to the staff, professional development is given so that teachers can implement these programs and strategies into their classrooms. The Literacy coach work with the teachers so that they become proficient using the "Reading Streets Program" which allows students to reach high standards in all areas. All teachers participate in staff development so they will be trained in the programs which are aligned with State and City standards. Outside consultants are brought into the school to provide teachers with new strategies and programs. In addition, teachers visit schools where new strategies, programs and materials (i.e. Smart boards) are successful.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The Principal and the professional development team work together to provide the staff with high quality and ongoing professional development. The professional development team consists of the Assistant Principal, Literacy Coach, and instructional/ inquiry team members. Professional development allows teachers to use materials and programs in their class which are aligned with State and City standards. Outside consultants are utilized to develop teacher's abilities to present programs and strategies to their children. Teachers visit other schools in order to learn about new programs and materials to improve their teaching skills.

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

Postings are disseminated to colleges. These posting list school-wide programs and teacher support in the school. Recommendations by the Central Recruitment help the school to attract highly qualified teachers. New teachers are provided with highly qualified school based mentors.

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

The Shorefront Y established an ESL parent program in the building. The school provided the materials and the room while the Shorefront Y provided a teacher. In order to increase parental involvement in the school, workshops are held throughout the year. The Parent Coordinator holds workshops to help ESL parents receive services that are needed. During the year the funded teachers hold workshops in reading and math. The PTA holds workshops where staff members volunteer to lead.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school psychologist and the social worker set up meetings with parents to educate them on helping children adjust to their new environment. The Family Assistant also set up school activities where parent and child work together. In addition, a student orientation will be held in August to help parents and students to become familiar with the school. Parents and students will be able to tour the school as well as learn about school policies.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At the beginning of the year, teachers review NYS assessments results in order to enhance their teaching. In addition, teachers are part of the instruction team. This team reviews assessment results to see if our curriculum, strategies and programs are helping our students to meet or exceed the standards. Recommendations are then made to improve our present strategies and materials as well as suggest new ones.

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

The Pupil Personnel Team (PPT) meets once a week. Referrals are received from classroom teachers. Recommendations are made as quick as possible so that students can receive AIS services. Students with academic problems are given appropriate AIS services. Since P.S. 100 participates in school-wide programs, AIS students can receive multiple services (i.e. reading and ELL services). AIS students will attend the Extended Day 37 ½ minute Program. Students with social and behavior problems are referred to the guidance counselor, psychologist or social worker. Student updates are given on a regular basis.

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

Monies from Title 1, PCEN, PCEN, LEP, Part 154, Title III, SIG, State Magnet and State Standards are combined so that P.S. 100 can use the monies to supplement the curriculum and professional development in the school. Additionally, monies are used for academic intervention services and after-school programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through informal and formal observations, Teacher Professional Development Surveys and discussions between Administration and Instructional/Inquiry Team we have assessed the relevancy of this question and respond that this is not applicable to our school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As a NYC school with standards-based training for many years, teachers are well versed in curricula standards. Informal and formal observations reveal that teachers make reference to standards when planning their work. These standards are also identified all displays of student work. Our supportive texts, also refer to standards being addressed.

Curriculum Mapping-We continue to re-frame curriculum goals by grade, with an additional focus on the "spiraling of curriculum" with planning time and conversations among Teachers of consecutive grades to set expectations for student knowledge/skills in the future. As part of our general population, Teachers of ELL students have the same training and materials to address standards curriculum-wide. Additionally, ELL Teachers implement standards throughout their lessons.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Members of the administration, Instructional/Inquiry team and School Leadership Team met to discuss Key Finding 1B. After discussing the issue it was decided that this issue was not applicable to our school

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 100 utilizes Harcourt Math as the primary mathematic instructional program. Math instruction is designed to meet the NYS standards through the use of this program. In addition classrooms are provided with an extensive array of hands-on materials to allow students to be engaged in mathematical content. Students acquire mathematical knowledge by using the process strands to understand concepts. Teachers are provided with professional development to further their understanding of mathematical content, NYS standards and the process strands.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through informal and formal observations, Teacher Professional Development Surveys and discussions between Administration and Instructional/Inquiry Team we have assessed the relevancy of this question and respond that this is not applicable to our school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For the last 5 years we have developed a balanced literacy approach to Literacy Learning. Teachers are encouraged to have students work together in literacy groups. We are continuing to develop better strategies to evaluating student needs so that these student group activities provide targeted instructions within the lesson and greater student responsibility for learning.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through informal and formal observations, Teacher Professional Development Surveys and discussions between Administration and Instructional/Inquiry Team we have assessed the relevancy of this question and respond that this is not applicable to our school.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The use of Smart Board technology in a majority of our classrooms actively engages students in learning. Therefore, we do not find this applicable to our school. However, we believe that with a narrowing of the performance levels of students within the classes, teachers will be able to use more manipulatives to assist those who can benefit from this.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

An examination of personnel records/new Teacher case loads by Administration and support staff (Coach) have determined that this is not applicable to our staff.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Assistance is offered to new Teachers as needed. Additionally more advanced professional development studies are offered to retain experienced Teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through informal and formal observations, Teacher Professional Development Surveys and discussions between Administration and Instructional/Inquiry Team we have assessed the relevancy of this question and respond that this is not applicable to our school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As required by NYC, new Teachers are provided with specific PD by ELL Teachers for their students .The ELL Teachers may “push-in” to model strategies for teachers to use. Inter-visitations to schools with high ELL populations are encouraged.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through informal and formal observations, Teacher Professional Development Surveys and discussions between Administration and Instructional/Inquiry Team we have assessed the relevancy of this question and respond that this is not applicable to our school.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are using standardized exams and information on NYSTART and ARIS to develop more focused instruction. While we are working on this for all students, we continue to develop data-based instructional support for our ELL Students/Teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Members of the Administration, Pupil Personnel Team, Instructional/Inquiry Team and School Leadership Team met to discuss Key Finding 6. The discussion resulted in the consensus that the above finding is not applicable to our school.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education teachers at PS 100 have participated in outside professional development to help bring new types of instructional approaches (i.e. Wilson Program) to the building. In addition, PS 100 has provided general education teachers with copies of their students' IEPs. In school professional development is provided to all general education teachers to review the components of the IEP. During PD, general education teachers become familiarized with acceptable accommodations and modifications. Special education teachers (i.e. IEP teachers, SETSS teachers) collaborate with general education teachers to help improve student performance as well as answer any questions about IEP mandates. Pupil Personnel Team and Support Staff (i.e. guidance counselor) meet with teachers to discuss behavioral support plans and to provide ideas to help general education teachers. All teachers have access to the Behavioral Intervention Manual to help support the behavioral plan. Teachers and Paraprofessional recently attended a workshop to help develop greater collaboration in the classroom.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Members of the Administration, Pupil Personnel Team, Instructional/Inquiry Team and School Leadership Team met to discuss Key Finding 7. The discussion resulted in the consensus that the above finding is not applicable to our school

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General education teachers are included in IEP meetings so that accommodations and/or modifications for the classroom are discussed. Teachers of students with disabilities are given access to Pre-Referral Intervention Manual (PRIM) for appropriate learning and behavior classroom accommodations. Special Education teachers (i.e. SETSS teachers) collaborate with general education teachers to help teachers provide modifications to the classroom environment. IEP goals are written using the student's grade level state standards. Students with IEPs are given modified promotion criteria aligned with grade level standards

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

There is 1 Student in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

The school offers students in Temporary Housing support with school funds. The school can give students extra notebooks, class trip money, and any other materials needed to be successful students. In addition, students are invited to attend the Extended Day Program and After-school Programs. If Students in Temporary Housing come in late due to their circumstances, breakfast and lunch is always available to them.

Part B: FOR NON-TITLE I SCHOOLS

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

Filename: 21K100 CEP 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K100
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title:
Subject:
Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 1/14/2010 1:13:00 PM
Change Number: 7
Last Saved On: 3/8/2010 7:58:00 PM
Last Saved By: partha
Total Editing Time: 7 Minutes
Last Printed On: 3/8/2010 7:59:00 PM
As of Last Complete Printing
Number of Pages: 74
Number of Words: 23,887 (approx.)
Number of Characters: 136,157 (approx.)